

# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

### FOR IRELAND

FOR THE YEAR 1886.

---

*Presented to both Houses of Parliament by Command of Her Majesty.*

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1887.

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# REPORT

OF THE

## INTERMEDIATE EDUCATION BOARD

### FOR IRELAND

#### FOR THE YEAR 1886.

TO HIS EXCELLENCY, CHARLES STEWART, MARQUESS  
OF LONDONDERRY,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland), submit to your Excellency this our eighth Report.

The number of students who gave notice of their intention to present for examination in 1886 was:—

Boys.	Girls.	Total.
4,681	1,343	6,029

being an increase of 177 in the case of boys, and of 130 in the case of girls, over the corresponding numbers in 1885.

In the six previous years the numbers were:—

—	Boys.	Girls.	Total.
1879	3,473	798	4,271
1880	4,493	1,633	6,126
1881	5,694	2,004	7,728
1882	5,577	1,648	7,325
1883	5,521	1,314	6,835
1884	4,817	1,233	6,050
1885	4,504	1,218	5,722

The number of students who presented themselves for examination in 1886 was:—

See Table  
I.

Boys.	Girls.	Total.
4,343	1,199	5,542

In the six previous years the numbers were:—

—	Boys.	Girls.	Total.
1879, . .	3,218	736	3,954
1880, . .	4,114	1,447	5,561
1881, . .	5,147	1,806	6,952
1882, . .	5,153	1,461	6,614
1883, . .	5,087	1,125	6,182
1884, . .	4,413	1,091	5,504
1885, . .	4,123	1,058	5,181

*iv Report of the Intermediate Education Board for Ireland.*

See Tables II. and IV. The examinations, which commenced on 15th June and extended over ten days, were held at 151 centres, in 63 different localities.

The following Table shows the distribution of Centres between the Four Provinces.

—	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Boys, . . .	47	23	35	8	113
Girls, . . .	18	15	7	0	38
Total, . . .	63	38	42	8	151

One hundred and fifteen gentlemen and forty ladies were employed as Centre Superintendents, being an average of one Superintendent to every 38 boys and 30 girls, respectively.

See Table V. The number of students who passed the Examinations was :—

Boys.	Girls.	Total.
2,685	825	3,510

In former years the numbers were :—

—	Boys.	Girls.	Total.
1879, .	1,850	482	2,332
1880, .	2,899	1,111	4,010
1881, .	3,439	1,235	4,674
1882, .	2,083	1,017	4,000
1883, .	2,851	893	3,744
1884, .	3,040	800	3,840
1885, .	2,436	735	3,171

The proportion *per cent.* of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
61·6	68·6	63·3

The proportions in former years were as follows :—

—	Boys.	Girls.	Boys and Girls.
1879, .	57·6	65·4	58·9
1880, .	70·4	76·7	72·1
1881, .	66·8	68·3	67·2
1882, .	57·8	69·6	60·4
1883, .	56·6	79·4	60·7
1884, .	68·6	73·3	69·7
1885, .	59·	69·4	61·2

The number of students to whom were awarded £40 Prizes and Exhibitions was:— See Table VI.

Boys, 256; Girls, 81; Total, 337.

The number of students to whom were awarded prizes in books was:— See Table VII.

Boys, 333; Girls, 180; Total, 563.

The number of students to whom were awarded £10 Prizes for special subjects under Rule 31 (A) was:— See Table VIII.

Boys, 16; Girls, 7; Total, 23.

The number of students to whom were awarded Prizes for Composition under Rule 31 (B) was:— See Table IX.

Boys, 64; Girls, 34; Total, 98.

The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1886 was:— See Appendix IV.

Boys, £8,849 1s. 6d.; Girls, £2,111 11s. 0d.; Total, £10,960 12s. 6d.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

PROVINCES.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	3,504 4 6	737 10 0	4,241 14 6	57	31	88
ULSTER, . . .	2,130 8 0	1,054 18 0	3,185 1 0	41	35	79
MUNSTER, . . .	2,711 15 0	291 12 0	3,003 7 0	45	16	61
CONNAUGHT, . . .	502 19 0	27 11 0	530 10 0	15	4	19
Gross Total, . .	8,849 1 6	2,111 11 0	10,960 12 6	168	86	247

The values of the Burke Memorial Prizes awarded in 1886 were:— See Table XII, and App. V.

Boys—

First Prize, £16.

Second Prize, £10.

Girls—

Prize, £10.

## FINANCE.

In view of the surplus in the year 1885, amounting to £6,157 18s. 5d., we increased, with the approval of your Excellency, the scale of Results Fees in the Junior Grade by 20 per cent., and raised the value of one-half of the Exhibitions in that grade from £15 to £20 per annum. These increases took effect in 1886. As a result mainly of these increases, but also of improved answering on the part of the students examined, the expenditure of the Board for 1886 has absorbed the income, the balance sheet for the year ending 31st December, showing a cash balance of £206 6s. 7d., subject to liabilities estimated at about £250.

The accumulated surpluses of income over expenditure for the years 1882, 1883, 1884, and 1885, which have been invested in Government New 3 per Cent. Stock, amount to £20,870 16s. 6d. Under 45 and 46 Vic., chapter 69, this fund may be applied for the purposes of the Intermediate Education Act, in the event of the income in any year proving insufficient to meet the expenditure.

## EDUCATION.

We are pleased to be able to point to an improvement in the answering of the students as compared with that in 1885, the proportion per cent. of those examined who passed being 63.3 against 61.2 in the previous year. The reports of the Examiners, extracts from which appear in Appendix iii., speak favourably of the answering in most of the subjects and grades.

Copies of the extracts from the reports of the Examiners were transmitted in January to all managers of schools in Ireland to whom Results Fees were paid in 1886.

In the case of Greek a comparatively small number presented for examination, 809 out of a total of 5,542 candidates. The Examiner in Junior Grade draws attention to the deficient preparation in Grammar of many of the candidates.

In Latin, the number of those who presented for examination was 2,235. The Examiners draw attention to the imperfect manner in which the questions set on the passages given for translation were dealt with. On the whole, however, they report favourably on the answering.

The answering in English (5,502 candidates) was, on the whole, satisfactory, but the Examiners report that the preparation of the students in Geography was defective, and that the questions in Parsing were badly answered, particularly in the Junior Grade. The Board find the necessity of directing the attention of students to the application of grammatical rules.

In French the number of candidates who presented for examination was larger than in any previous year, reaching a total of 3,860. The work of the Middle and Senior Grade candidates was satisfactory, but in the Junior Grade the proportion of failures was unusually large.

The three grades showed a marked improvement in the translation of idiomatic sentences, but better results are still desirable.

In German (301 candidates) the Examiner speaks favourably of the answering, particularly in the Middle and Senior Grades.

In Italian (158 candidates) the Examiner reports that the

candidates showed a higher standard of knowledge than those examined last year. Italian composition, however, was a weak point.

In Celtic (196 candidates) the answering was, in the belief of the Examiner, better than on previous occasions. The greatest proportion of failures occurred in the Junior Grade, and are attributable mainly to the circumstance that many of the candidates in that grade went in for examination depending on a colloquial knowledge of Irish.

The answering of the Middle and Senior Grades was much more satisfactory.

In Arithmetic (5,095 candidates) the answering was satisfactory, with the exception of that of the girls of the Middle Grade, on which the Examiner reports unfavourably regarding a large proportion of the candidates.

In Book-keeping (1,527 candidates), while the proportion of failures has increased, those who passed exhibited a higher acquaintance with the subject.

The answering in Euclid (4,458 candidates) was good, except in the case of the girls of the Junior Grade, of whom more than half failed to pass.

In Algebra (3,392 candidates) the Examiners report that the answering of the boys of the Middle Grade was extremely satisfactory; while that of the boys of the Junior Grade was unsatisfactory.

The answering of the boys of the Senior Grade in Algebra and Arithmetic (276 candidates), in Plane Trigonometry (194), and in Elementary Mechanics (153), was very meritorious.

In Natural Philosophy (2,625 candidates) the answering in the three grades was very creditable, but the diagrams were in general badly drawn, and the need of practical instruction in the subject was evident.

In Chemistry (1,232 candidates) a large proportion of boys in the Junior Grade showed a want of practical acquaintance with the subject; except for this, the answering was, on the whole, excellent in all grades.

3,039 candidates presented themselves for examination in Drawing.

In Geometrical Drawing the answering was most satisfactory in the Junior and Middle Grades, and in the Senior Grade was fairly good.

The answering in Perspective Drawing was very fair in the Middle Grade, but not in the Junior Grade.

The exercises in Freehand Drawing were well done in the Junior Grade, but not in the Middle Grade.

In the Senior Grade, only a few of the exercises in Object Drawing were well done.

In Music (1,599 candidates) the answering of the Junior Grade boys was not good; that of the girls was very good. In the Middle and Senior Grades the answering of the girls was fair.

The answering in Botany (215 girls candidates) was satisfactory.

In Domestic Economy (1,093 girls candidates) the Examiner reports that the answering in the Junior Grade was not as good as that in 1885.

TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1879, 1880, 1881, 1882, 1883, 1884, 1885, and 1886.

	Junior Grade.										Middle Grade.					
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1879.	1883.	1881.	1882.	1883.	1884.
Boys—of the prescribed age, under Rule 6, . . .	1,079	2,735	3,513	3,376	3,943	3,458	3,929	3,414	550	601	701	739	338	543	564	547
Do., Over-age, . . .	184	144	94	101	39	66	76	103	133	92	47	59	40	26	33	23
Total, . . .	1,263	2,879	3,607	3,477	4,082	3,524	4,005	3,517	683	693	748	798	378	569	597	570
Girls—of the prescribed age, under Rule 6, . . .	441	879	1,319	1,018	745	774	784	649	111	261	296	297	253	187	193	207
Do., Over-age, . . .	60	60	80	13	12	17	19	14	45	47	21	8	10	11	10	10
Total, . . .	501	939	1,409	1,031	757	791	803	663	156	308	317	305	263	198	203	217
Gross Total, . . .	2,084	3,818	5,016	4,508	4,839	4,315	4,808	4,180	839	1,001	1,065	1,103	641	767	800	787



TABLE I.—Showing the number of Students who presented themselves for Examination in the years 1879, 1880, 1881, 1882, 1883, 1884, 1885, and 1886—(continued.)

	Senior Grade.										Total.				
	1879.	1880.	1881.	1882.	1883.	1884.	1885.	1886.	1887.	1888.	1882.	1883.	1884.	1885.	1886.
Boys—of the prescribed age, under Rule 6.	278	313	263	319	302	283	220	214	2,602	5,779	4,967	4,039	4,583	4,259	4,303
Do., Over-age.	103	99	39	37	15	12	9	6	418	315	169	184	194	127	138
Total.	381	412	302	356	317	295	229	220	3,020	6,094	5,137	4,223	4,777	4,386	4,441
Girls—of the prescribed age, under Rule 6.	40	87	131	121	119	100	74	59	681	1,808	1,745	1,426	1,203	1,061	1,375
Do., Over-age.	10	62	7	4	3	5	3	.	115	139	60	26	25	59	24
Total.	50	149	138	125	122	105	77	59	796	1,947	1,805	1,452	1,228	1,120	1,399
Gross Total.	431	561	440	481	439	402	306	279	3,816	8,041	6,942	5,679	5,999	5,506	5,840

TABLE II.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1886.

BOYS.

No. of Centre.	Centre.	Junior.	Middle.	Senior.	Total.
1	Armagh, St. Patrick's College, . . . .	54	7	2	43
2	Athlone, Banclagh School, . . . .	21	8	7	36
3	Asky, Christian Schools, . . . .	22	—	—	22
4	Ballinasloe, Temperance Hall, . . . .	9	4	2	15
5	Ballinrobe, Christian Schools, . . . .	24	3	1	28
6	Belfast, Working Men's Institute, . . . .	44	3	—	47
7	Do. Do. . . . .	41	8	2	51
8	Botanic Hall, . . . .	44	2	1	47
9	Do. . . . .	26	22	2	50
10	Do. . . . .	22	14	14	50
11	Do. St. Malachy's College, . . . .	38	3	2	43
12	Do. Do. . . . .	22	14	7	43
13	Do. Christian Schools, Divis-street, . . . .	39	—	—	39
14	Do. Do. Dongsal-st., . . . .	45	4	—	49
15	Cahir, Rockwell College, . . . .	34	6	8	48
16	Carlow, Carlow College, . . . .	34	—	3	37
17	Do. Christian Schools, . . . .	29	2	—	31
18	Carriack-on-Suir, Christian Schools, . . . .	34	3	1	38
19	Cavan, Christian Schools, . . . .	14	—	—	14
20	Do. Charleville, . . . .	23	—	—	23
21	Clongowes Wood College, Neas, . . . .	23	4	3	30
22	Do. Do. . . . .	23	10	3	36
23	Cloamuel, Christ. Schs. (St. Mary's), . . . .	19	1	—	20
24	Do. Do. (SS. Peter & Paul's), . . . .	39	4	3	46
25	Coleraine, Town Hall, . . . .	23	5	—	28
26	Do. Do. . . . .	26	14	7	47
27	Cookstown, Assembly Rooms, . . . .	19	7	3	29
28	Cork, St. Finn Barr's Seminary, . . . .	57	4	5	66
29	Do. Do. . . . .	36	7	—	43
30	Do. Christian Schools, Peaseck-lane, . . . .	27	—	—	27
31	Do. Do. . . . .	46	—	—	46
32	Do. Do. . . . .	44	4	1	49
33	Do. Do. . . . .	36	4	6	46
34	Do. Do. . . . .	20	14	4	38
35	Do. Presentation Brothers' Schools, . . . .	45	3	—	48
36	Drogheda, Mayoralty Room, . . . .	30	7	2	39
37	Do. Christian Schools, . . . .	37	1	—	38
38	Dundalk, Educational Institution, . . . .	25	7	7	39
39	Do. St. Mary's College, . . . .	32	6	—	38
40	Do. Christian Schools, . . . .	29	2	1	32
41	Do. Do. . . . .	28	2	—	30
42	Dungarvan, St. Augustine's Seminary, . . . .	42	—	—	42
43	Ennis, Diocesan College, . . . .	23	11	3	37
44	Do. Christian Schools, . . . .	25	1	1	27
45	Fermoy, St. Colman's College, . . . .	40	10	7	57
46	Do. Christian Schools, . . . .	33	—	1	34
47	Galway, St. Ignatius' College, . . . .	18	2	—	20
48	Do. Grammar School, . . . .	25	6	4	35
49	Kilkenny, Christian Schools, . . . .	33	6	—	39
50	Do. St. Kieran's College, . . . .	20	1	5	26
51	Killarney, St. Brendan's Seminary, . . . .	19	8	7	34
52	Kilrush, Christian Schools, . . . .	23	3	—	26
53	Limerick, Sacred Heart College, . . . .	42	8	3	53
54	Do. Do. Christian Schools, . . . .	36	14	1	51
55	Do. Do. Do. . . . .	46	1	—	47
	Forward, . . . .	1,571	280	129	2,080

TABLE II.—continued.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1886.

## BOYS—continued.

No. of Centres.	Centres.	Junior.	Middle.	Senior.	Total.
	Forward,	1,671	280	120	2,080
56	Lisnawel, St. Michael's College,	25	-	-	25
57	Londonderry, Foyle College,	24	8	4	36
58	" St. Columba's College,	18	7	3	28
59	" Corporation Hall,	38	13	6	60
60	Longford, St. Mel's College,	14	2	2	18
61	Lurgan, Presbyterian Lecture Hall,	33	11	4	48
62	Midleton, Christian Schools,	41	5	2	48
63	Mitchelstown, Christian Schools,	21	-	-	21
64	Monaghan, Christian Schools,	25	6	2	33
65	Monastererevan, Christian Schools,	41	-	-	41
66	Mountlath, Monastery School,	40	3	1	44
67	Mullingar, Christian Schools,	33	-	-	33
68	Multyfarnham, Wilson's Hospital,	12	9	6	27
69	Naven, St. Finian's Seminary,	35	8	4	47
70	Nenagh, Christian Schools,	35	1	-	36
71	Newry, Assembly Rooms, Savings Bank,	34	7	-	41
72	" Christian Schools,	30	-	-	30
73	Omagh, Christian Schools,	25	3	-	28
74	Parsonstown, Presentation Monastery,	34	4	-	38
75	Shibberoon, No. 1 National School,	29	2	4	35
76	Sligo, Town Hall,	31	13	7	51
77	Strabane, Town Hall,	34	8	3	45
78	Tipperary, Abbey School,	12	5	3	20
79	" Christian Schools,	42	7	-	50
80	Trillick, Corn Exchange,	19	2	1	22
81	Tuam, St. Jarlath's College,	17	5	3	25
82	Tullibeg, St. Stanislaus' College,	18	7	5	30
83	" Do,	13	8	5	26
84	Tullow, Monastery School,	21	-	1	22
85	Waterford, Christian Schools, Mount Stien,	25	7	-	32
86	" Do,	20	-	-	20
87	Westport, Christian Schools,	25	-	-	25
88	Wexford, Christian Schools,	41	5	-	46
89	" St. Peter's College,	39	13	-	52
90	Youghal, Christian Schools,	25	7	2	34
91	" Do,	24	-	-	24
		2,076	435	167	2,678

  

G I R L S.					
101	Armagh, Dr. Smyth's Lecture Hall,	37	7	-	44
102	Athy, New School,	24	2	-	26
103	Ballymena, West Church Lecture Hall,	11	3	-	14
104	Belfast, Methodist College,	30	10	5	45
105	" Ladies' Collegiate School,	26	13	10	49
106	" University-road Methodist Sunday School,	39	7	5	51
107	" Mercantile Academy,	19	4	3	26
	Forward,	186	46	23	255

## GIRLS

101	Armagh, Dr. Smyth's Lecture Hall, . . .	57	7	-	44
102	Athy, New School, . . .	24	2	-	26
103	Ballymena, West Church Lecture Hall, . . .	11	3	-	14
104	Belfast, Methodist College, . . .	30	10	5	45
105	" Ladies' Collegiate School, . . .	25	13	10	48
106	" University-road Methodist Sun- day School, . . .	39	7	5	51
107	" Mercantile Academy, . . .	19	4	3	26
-	Forward, . . .	186	46	23	255

TABLE II.—continued.—Showing the NUMBER of STUDENTS who presented themselves for Examination at the various Centres in 1886.

## GIRLS—continued.

No. of Centres.	Centre.	Junior.	Middle.	Senior.	Total.
	Forward, . . . . .	186	46	23	255
108	Belfast, Mercantile Academy, . . . . .	20	4	—	24
109	Cork, Model School, . . . . .	26	6	3	35
110	„ Do. . . . .	23	7	5	35
111	„ Assembly Rooms, . . . . .	31	10	4	45
112	Dundalk, Market House, . . . . .	17	4	1	22
113	Ennis, Convent of Mercy, . . . . .	28	7	—	35
114	Enniscorthy, Loretto Convent, . . . . .	21	1	1	23
115	Kilkenny, Loretto Convent, . . . . .	34	7	2	43
116	Killarney, Loretto Convent, . . . . .	30	4	4	38
117	Limerick, Town Hall, . . . . .	26	6	1	33
118	Londonderry, Union Hall, . . . . .	27	3	1	31
119	„ Do. . . . .	17	13	7	37
120	„ Do. . . . .	23	8	3	34
121	Longford, Convent of Mercy, . . . . .	14	—	—	14
122	Macroom, Convent of Mercy, . . . . .	9	—	3	12
123	Monaghan, St. Louis' Convent, . . . . .	28	3	4	35
124	Mountmellick, Friends' School, . . . . .	12	11	—	23
125	Mullingar, Annunciation Convent, . . . . .	13	2	3	18
126	Navan, Loretto Convent, . . . . .	26	11	8	45
127	Newry, Young Men's Institute, . . . . .	11	6	6	23
128	Omagh, Loretto Convent, . . . . .	27	3	4	34
129	Wexford, Loretto Convent, . . . . .	22	3	1	26
130	Cookstown, Assembly Rooms, . . . . .	5	4	—	9
131	Carrickfergus, Town Hall, . . . . .	12	4	1	17
		698	173	85	956

## METROPOLITAN CENTRES—BOYS.

136	Blackrock, French College—Corridor, . . . . .	21	17	15	53
136	„ Do. do. . . . .	23	7	5	40
137	„ Do. Hall, . . . . .	43	—	—	43
138	Castleknock, St. Vincent's College, . . . . .	24	8	—	32
139	„ Do. . . . .	21	9	5	35
140	Dublin, Rotunda, Round Room, . . . . .	43	1	3	47
141	„ Do. do. . . . .	41	8	1	50
142	„ Christn. Sch., N. Richmond-st., . . . . .	50	—	—	50
143	„ Do. do. . . . .	42	10	2	54
144	„ Do. do. . . . .	53	2	—	55
145	„ Do. Synge-street, . . . . .	49	1	—	50
146	„ Do. do. . . . .	45	—	—	45
147	„ Do. James'-street, . . . . .	36	—	—	36
148	„ R.U. Buildg., Large Concert-hall, . . . . .	36	3	—	39
149	„ Do. do. . . . .	34	10	4	48
150	„ Do. do. . . . .	37	7	6	50
151	„ Do. do. . . . .	41	6	3	50
152	„ Do. Library, . . . . .	38	7	—	45
153	„ Do. do. . . . .	41	4	1	46
154	„ Belvedere College, . . . . .	34	15	5	54
155	„ Do. . . . .	51	1	2	54
156	Kingstown, Town Hall, . . . . .	30	5	2	37
		840	121	54	1,015

TABLE II.—*continued*.—Showing the NUMBER of STUDENTS who presented themselves for examination at the various Centres in 1886.

METROPOLITAN CENTRES—GIRLS.

No. of Centres.	Centres.	Junior.	Middle.	Senior.	Total.
162	Dublin, Alexandra coll.—Gymnasium, .	31	8	8	47
163	" Leinster Lecture Hall, . .	35	4	1	40
164	" Molesworth Hall, . . .	31	9	—	40
165	" Do. . . . .	20	8	1	29
166	" Rotunda, Concert Room, . .	21	7	1	29
167	" Do. . . . .	28	7	1	36
168	" Do. . . . .	18	1	2	21
		194	44	15	253

SUMMARY.

—	Junior.	Middle.	Senior.	Total.	Centres.	No. of Centres Superintended.
Boys, . .	3,516	576	251	4,343	113	115
Girls, . .	882	217	100	1,199	38	40
Total, . .	4,398	793	351	5,542	151	155



	Natural Philosophy, Book-keeping,	Natural Philosophy, (Interval)	10-1 1-3 3-6	Natural Philosophy, (Interval)	10-1	Natural Philosophy, (Interval)	10-1 1-3 3-6
Saturday, 19th June.							
Monday, 21st June.	Latin, "	(Interval)	10-1 1-3 3-6	Latin, "	(Interval)	10-1 1-3 3-6	10-1 1-3 3-6
Tuesday, 22nd June.	Chemistry, German,	(Interval)	10-1 1-3 3-6	Chemistry, German,	(Interval)	10-1 1-3 3-6	10-1 1-3 3-6
Wednesday, 23rd June.	Greek, Boys, " Botany,* Domestic Economy,*	(Interval)	10-1 1-3 3-6 11-1 1-3 3-6	Greek, Boys, " Botany,* Domestic Economy,*	(Interval)	10-1 1-3 3-6 11-1 1-3 3-6	10-1 1-3 3-6 11-1 1-3 3-6
Thursday, 24th June.	(No Examination.)	(No Examination.)	—	(No Examination.)	(No Examination.)	—	—
Friday, 25th June.	Italian, Celtic,	(Interval)	10-1 1-3 3-6	Italian, Celtic,	(Interval)	10-1 1-3 3-6	10-1 1-3 3-6
Saturday, 26th June.	Greek, Girls, "	(Interval)	10-1 1-3 3-6	Greek, Girls, "	(Interval)	10-1 1-3 3-6	10-1 1-3 3-6

\* Girls only.

† Boys only.

TABLE V.—Showing the number of Students who were examined, the number who passed the Examination, and the proportion per cent. of passes.

	JUNIOR GRADE.			MIDDLE GRADE.			SENIOR GRADE.			TOTAL.	
	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.	Proportion per cent. of Passes.	Examined.	Passed.
Boys—of the prescribed age, under Rule 6, . . .	3,414	1,902	57.4	547	428	77.8	244	183	75	4,205	2,558
Do., Over age, . . .	103	89	86.4	29	24	82.7	6	4	66.6	133	117
Total, . . .	3,517	2,001	58.3	576	447	77.6	250	187	74.8	4,338	2,685
Girls—of the prescribed age, under Rule 6, . . .	809	569	65.5	207	163	78.7	99	80	80.6	1,175	812
Do., Over age, . . .	14	9	64.3	10	4	40.	—	—	—	24	13
Total, . . .	823	578	65.5	217	167	77.0	99	80	80.6	1,199	825
Gross Total, . . .	4,400	2,629	60.6	793	614	77.4	349	267	76.5	5,542	3,510



TABLE VI.—Showing the number of Students to whom £40 Prizes and Exhibitions were awarded.

	Senior Grade, £40.	Middle Grade, £25 a year, tenable for two years.	Junior Grade.		Total.
			£20 a year, tenable for three years.	£15 a year, tenable for three years.	
Boys, . . . .	12	42	98	98	256
Girls, . . . .	8	16	28	29	81
Gross Total, .	20	58	126	127	337

TABLE VII.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
<b>Boys:—</b>				
Junior Grade, . . . .	55	59	60	183
Middle " . . . .	24	37	30	141
Senior " . . . .	11	17	26	64
Total, . . . .	90	113	116	319
<b>Girls:—</b>				
Junior Grade, . . . .	20	27	47	94
Middle " . . . .	19	16	21	56
Senior " . . . .	10	9	11	30
Total, . . . .	49	52	79	180
Gross Total, .	139	165	195	509

TABLE VIII.—Showing the number of Students to whom £10 Money Prizes were awarded. (Rule 30A.)

	£10 Prize for Classics.	£10 Prize for Mathematics.	£10 Prize for English together with a Modern Language.	Total.
<b>Boys:—</b>				
Junior Grade, . . . .	—	4	3	7
Middle " . . . .	—	3	2	5
Senior " . . . .	—	3	1	4
Total, . . . .	—	10	6	16
<b>Girls:—</b>				
Junior Grade, . . . .	—	—	3	3
Middle " . . . .	—	—	2	2
Senior " . . . .	—	—	2	2
Total, . . . .	—	—	7	7
Gross Total, . . . .	—	10	13	23

TABLE IX.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 30B.)

	French.	English.	Latin.	German.	Italian.	Celtic.	Greek.	Total.
<b>Boys:—</b>								
Junior Grade, £3, . .	3	3	4	2	4	3	3	22
Middle " £3, . .	3	3	3	3	3	3	3	21
Senior " £4, . .	3	3	3	3	3	3	3	21
Total, . . . .	9	9	10	8	10	9	9	64
<b>Girls:—</b>								
Junior Grade, £3, . .	3	3	3	3	1	—	—	13
Middle " £3, . .	2	3	—	3	1	—	—	9
Senior " £4, . .	3	3	—	3	3	—	—	12
Total, . . . .	8	9	3	9	5	—	—	34
Gross Total, . . . .	17	18	13	17	15	9	9	98

TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

**BOYS.**

SUBJECTS.																
Greek.		Latin.	English.	French.	Ger- man.	Italian.	Calis- t.	Arith- meti- c.	Book- keep- ing.	Euclid.	Algebra.	Natural Philos- ophy.	Geo- metry.	Drawing.	Music.	
<b>Junior Grade</b> (Of the Prescribed Age).																
Passed with Honors,	85	570	1,033	330	32	23	74	1,622	66	609	581	424	348	426	55	
" without Honors,	120	478	1,705	672	20	13	38	1,268	331	1,472	831	776	349	1,103	339	
Failed,	210	598	567	1,093	10	2	42	1,043	889	1,037	1,031	659	391	623	389	
Total Examined,	625	1,416	3,301	2,190	62	38	154	3,573	1,343	3,290	2,423	1,863	938	2,233	828	
Proportion per cent. who passed with Honors,	50	26	30.6	18.1	51.6	60.5	48	31.5	7.2	21.7	25.4	22.4	26.7	19	11.5	
Ratio, without Honors,	50.5	53.7	52.6	31.2	32.2	31.2	24.6	27.5	26.0	45.3	34.2	41.1	31.1	53	41.2	
(Over Age).																
Passed with Honors,	5	30	57	23	1	1	.	66	5	32	19	14	17	23	1	
" without Honors,	7	35	40	37	.	1	.	38	10	38	52	36	8	13	7	
Failed,	19	17	6	27	2	.	.	9	15	21	23	28	15	6	4	
Total Examined,	31	82	103	92	3	2	.	101	31	91	93	78	40	40	12	
Proportion per cent. who passed with Honors,	16.1	56.5	55.9	30.4	33.3	80	.	55.4	19.3	31	30.4	17.9	42.2	57.5	8.3	
Ratio, without Honors,	23.6	42	30.8	40.2	.	30	.	25.6	32.2	40.4	55.9	46.1	20	33.5	53.5	

TABLE X.—Showing for each subject (1) the number of students who passed with Honors (2) the number who passed without Honors (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors—continued.

## BOYS.

	Subjects.										
	Greek.	Latin.	English.	French.	German.	Italian.	Colloq.	Arithmetics.	Euclid.	Algebra.	Natural Philosophy.
Middle Grade (of the Prescribed Age.)											
Passed with Honors.	59	194	235	164	22	29	95	968	202	105	38
Passed without Honors.	90	199	236	161	2	8	4	501	204	161	184
Failed.	51	70	78	112	1	1	1	78	55	175	175
Total Examined.	200	364	542	437	25	38	100	1547	461	442	497
Proportion per cent. who passed with Honors.	29.5	53.4	43.5	37.5	88.0	76.2	83.0	63.4	52.1	40.0	21.7
Ratio, without Honors.	45.0	31.1	43.0	37.4	8.0	21.0	12.0	37.0	37.7	32.4	53.9
(Over Age.)											
Passed with Honors.	1	14	7	11	.	.	.	13	16	9	10
Passed without Honors.	8	11	10	10	.	.	.	12	10	6	7
Failed.	7	2	4	7	.	.	.	4	2	12	7
Total Examined.	16	27	21	28	.	.	.	29	28	27	24
Proportion per cent. who passed with Honors.	6.2	51.8	33.3	39.3	.	.	.	44.8	57.1	83.3	41.6
Ratio, without Honors.	50.0	40.7	62.0	35.7	.	.	.	41.4	25.7	22.2	29.1

TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## BOYS.

Senior Grade (of the Prescribed Age).	Subjects.									
	Greek.	Latin.	English.	French.	German.	Italian.	Calist.	Racine, La Fontaine, &c.	Algebra, Trigonometry, &c.	Euclid, &c.
Passed with Honors, . . . . .	45	82	126	127	17	17	10	98	65	56
without Honors, . . . . .	53	74	85	89	2	4	3	120	94	61
Failed, . . . . .	35	40	27	49	1	1	1	23	71	63
Total Examined, . . . . .	133	196	240	265	17	21	13	241	230	179
Proportion per cent. who passed with Honors, . . . . .	34.5	42	53.5	61.6	100	80.9	77	37	28.5	31.2
Ditto, without Honors, . . . . .	40.4	37.8	35.4	14.5	1	19.1	1	53.7	40.6	34
(Over Age).										
Passed with Honors, . . . . .	1	2	3	1	1	1	1	4	2	1
without Honors, . . . . .	1	3	1	2	1	1	1	3	1	1
Failed, . . . . .	1	1	2	3	1	1	1	1	3	1
Total Examined, . . . . .	2	5	6	6	1	1	1	6	6	4
Proportion per cent. who passed with Honors, . . . . .	50	40	50	16.6	100	100	100	66.6	33.3	25
Ditto, without Honors, . . . . .	50	60	16.6	33.4	1	1	1	33.4	16.6	25

TABLE X.—Showing for each subject (1) the number of students who passed with Honors (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## BOYS.

SUBJECTS.										
Total in all Grades (Of the Prescribed Age).										
Grade.	Latin.	English, French.	German.	Italian.	Calist.	Arith- meti- c.	Book- keep- ing.	Euclid.	Algebra.	Algebra, Trigonometry, & Astro- nomy.
Passed with Honors.	139	646	1,350	673	71	69	110	1,325	86	1,063
without Honors.	273	672	2,107	803	23	42	1,469	331	1,804	392
Failed.	254	678	667	1,240	11	3	1,121	680	1,114	1,160
Total Examined.	756	1,996	4,175	2,785	104	97	3,915	3,967	2,915	2,915
Proportion per cent. who passed with Honors.	25	32-3	33-5	24-1	68-2	71-1	55-4	33-8	7-2	36-8
Do not, without Honors.	36-1	33-6	50-4	59-9	21-1	25-7	23-5	37-5	25	45-2
(Over Age).										
Passed with Honors.	7	45	67	40	2	1	69	6	52	28
without Honors.	15	48	59	49	1	1	43	10	50	56
Failed.	26	19	12	37	2	1	13	15	25	34
Total Examined.	49	114	138	125	4	2	139	31	123	120
Proportion per cent. who passed with Honors.	14-2	40-3	48-5	31-7	50	50	53-0	19-3	40-5	23-3
Do not, without Honors.	32-6	43	42-7	38-6	30	30	36-0	39-2	39	48-8

\* Senior Grade only.

† Junior and Middle Grades.

‡ Junior Grade only.

TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion *per cent.* to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

# GIRLS.

	Subjects.										
	Greek.	Latin.	Eng- lish.	French.	Ger- man.	Italian.	Spanish.	Arith- metica.	Book- keep- ing.	Euclid.	Al- gebra.
Passed with Honors, . . . . .	33	434	168	74	17	1	223	11	24	48	3
Passed without Honors, . . . . .	21	339	192	97	19	1	419	50	69	106	19
Failed, . . . . .	1	14	206	12	4	1	198	85	117	130	26
Total Examined, . . . . .	1	60	654	113	31	1	842	146	210	275	48
Proportion per cent. who passed with Honors, . . . . .	49.3	49.1	25.1	65.5	54.8	100	26.6	7	11	18.1	6.2
Ditto, without Honors, . . . . .	30.8	38.2	29.8	39.9	22.2	1	49.7	33.3	33	38.5	39.5
(Over Age).											
Passed with Honors, . . . . .	4	1	1	1	1	1	3	2	1	1	1
Passed without Honors, . . . . .	2	2	2	1	1	1	7	2	1	1	1
Failed, . . . . .	1	1	6	1	1	1	3	1	1	1	1
Total Examined, . . . . .	14	9	9	3	3	3	13	5	3	3	3
Proportion per cent. who passed with Honors, . . . . .	28.6	11.1	11.1	33.3	33.3	33.3	23.1	40	33.3	33.3	33.3
Ditto, without Honors, . . . . .	57.1	88.9	88.9	66.7	66.7	66.7	76.9	60	66.7	66.7	66.7



TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion, per cent, to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## GIRLS.

SUBJECTS.

**Middle Grade  
(of the Prescribed Age).**

	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Arith- metics.	Euclid.	Algebra.	Natural Philos- ophy.	Chem- istry.	Solary.	Draw- ing.	Musik.	Domestic Eco- nomy.
Passed with Honors,	1	14	82	70	41	6	.	52	23	18	3	1	16	4	25	78
without Honors,	.	15	100	67	1	8	.	81	46	26	14	.	30	51	55	88
Failed,	.	8	18	57	2	1	.	61	16	40	21	.	8	37	23	25
Total Examined,	1	37	236	174	44	15	.	194	86	79	38	1	54	92	129	192
Proportion per cent. who passed with Honors,	.	37.6	39.7	40.2	33.2	40	.	26.8	25.6	17.5	7.6	100	29.8	4.3	27.3	40.6
Ratio, without Honors,	100	40.6	51.4	27	2.3	53.3	.	41.4	53.4	32.5	36.8	.	55.7	55.4	42.1	45.7
(Over Age).	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Passed with Honors,	.	1	1	1	.	.	.	1	1	1	.	.	1	.	.	3
without Honors,	.	.	6	1	.	.	.	2	.	.	.	.	.	1	1	3
Failed,	.	.	3	5	.	.	.	7	.	.	.	.	.	4	1	4
Total Examined,	.	1	10	7	.	.	.	10	1	1	.	.	2	5	1	10
Proportion per cent. who passed with Honors,	.	100	10	14.2	.	.	.	10	100	100	.	.	50	.	.	30
Ratio, without Honors,	.	.	60	14.2	.	.	.	20	.	.	.	.	.	20	.	30

TABLE X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## GIRLS.

	SOURCES.															
	Greek.	Latin.	Englsh.	French.	German.	Italian.	Colloq.	Algebra & Arithmetic.	Euclid.	Prize Essay.	Natural Philosophy.	Chemistry.	Botany.	Draw- ing.	Made up.	Revised at Ex- amin.
Passed with Honors,	7	55	60	33	10	3	3	1	15	1	10	29				
Passed without Honors,	8	39	25	1	2	12	23	3	7	15	26	52				
Failed,	4	2	9	1	1	25	7	4	5	11	15	10				
Total Examined,	19	96	95	35	13	40	44	11	27	27	51	91				
Proportion per cent. who passed with Honors,	36.8	57.2	63.1	94.2	76.9	7.5	13.6	27.2	11.1	55.6	37	32.2				
Docto, without Honors,	42.1	40.4	27.8	2.8	15.3	30.7	65.1	45.4	44.4	25.9	55.5	51.5				
(Over Age).																
Passed with Honors,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Passed without Honors,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Failed,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Total Examined,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Proportion per cent. who passed with Honors,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Docto, without Honors,	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

TAB. X.—Showing for each subject (1) the number of students who passed with Honors, (2) the number who passed without Honors, (3) the number who failed, and (4) the total number examined; also the proportion per cent. to those examined of those who (5) passed with Honors, and (6) who passed without Honors.

## GIRLS.

SUBJECTS																				
Total in all Grades (Of the Prescribed Age).		Greek	Latin	Eng. Lit.	French	Ger- man.	Italian	Collie.	Arith- metics.	Book- keeping	Euclid	Al- gebra.	Algebra & Arith- metics.	Plane Trigono- metry.	Spherical Trigono- metry.	Chem- istry.	Botany.	Draw- ing.	Made Up.	Donable Excess.
Passed with Honors.	54	561	256	148	33	1	277	11	54	62	3	3	5	2	7	6	52	25	224	107
Passed without Honors.	1	44	255	29	20	1	460	50	144	132	12	12	37	5	37	7	93	244	281	430
Failed.	3	25	131	37	6	1	259	15	162	160	25	25	51	2	51	1	67	164	182	422
Total Examined.	4	124	1,167	503	192	2	1,036	146	340	354	40	40	11	11	95	13	212	453	687	1,059
Proportion per cent. who passed with Honors.	43.5	48	31.7	77	53.9	100	27	7.5	15.0	17.5	7.5	7.5	27.2	27.2	73.6	46.2	24.5	5.7	32.5	15.6
Did not, without Honors.	25	39.5	40.7	23.4	16.1	33.9	47.7	34.2	42.5	57.2	30	30	43.4	43.4	26	55.8	43.6	56.3	40.3	44.7
(Over Age).																				
Passed with Honors.	1	5	2	1	1	1	4	2	1	1	1	1	1	1	1	1	1	3	4	3
Passed without Honors.	1	14	3	1	1	1	9	1	1	1	1	1	1	1	1	1	1	2	2	10
Failed.	1	5	11	1	1	1	10	1	1	1	1	1	1	1	1	1	1	6	4	11
Total Examined.	1	24	16	1	1	1	23	3	3	3	3	3	3	3	3	3	3	9	10	24
Proportion per cent. who passed with Honors.	100	20.8	12.5	100	100	100	17.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	33.3	40	19.6
Did not, without Honors.	1	50.8	10.7	100	100	100	33.1	100	100	100	100	100	100	100	100	100	100	33.3	20	41.6

↑ Junior and Middle Grades.  
↑ Junior Grade only.

\* Senior Grade only.

† Junior and Middle Grades.

‡ Junior Grade only.

TABLE XI.—ACCOUNTS of the BOARD for  
(A) CAPITAL

	Securities.			Cash.		
	£	s.	d.	£	s.	d.
Balance on 1st January, 1886, . . . . .	1,014,718	19	8	—	—	—
Surplus Income, . . . . .	—	—	—	6,157	18	5
Securities Purchased, viz. :—Government New 3 Per Cent. Stock, . . . . .	6,151	16	10	—	—	—
	£ 1,020,870	16	6	6,157	18	5

(B) INCOME

RECEIPTS.		£	s.	d.	£	s.	d.
<i>In respect of the year 1885:—</i>							
Cash Balance as per Report of 1885,	£5,528 10 10						
Results Fees for 1882 and 1883 to be refunded by Teachers,	2 19 7						
Income Tax refunded,	1,117 8 9						
Minor Prize refunded,	3 0 0						
		6,631	16	2			
Sales of Publications,		73	2	0			
"Restitution,"		2	15	0			
* [Cr. Balance, 1885, £108 6s. 6d.]					6,727	13	2
<i>In respect of the year 1886:—</i>							
Interest on Securities,		33,058	10	10			
" Cash on deposit,		64	16	5			
Examination Fees,		787	1	4			
Do. (Inte) Fees,		21	2	9			
					33,931	11	4
* [Cr. Balance, 1886, £98 0s. 1d.]							
</							

the year ended 31st December, 1886.

ACCOUNT.

	Securities. £ s. d.	Cash. £ s. d.
Cash Invested in Government Securities (as per contra), . . . . .	—	6,157 18 5
Balance on 31st December, 1886, . . . . .	1,020,870 16 6	—
	£ 1,020,870 16 6	6,157 18 5

ACCOUNT.

	£ s. d.	£ s. d.
<b>PAYMENTS.</b>		
<i>In respect of the year 1885:—</i>		
Administration—		
Stationery, . . . . .	21 19 0	
Incidental Expenses, . . . . .	61 3 9	83 2 9
Examinations—		
Printing and Stationery, . . . . .	—	30 9 6
Rewards—		
Medals, . . . . .	192 16 0	
Results Fees, . . . . .	55 0 0	247 16 0
Cost of Audit, . . . . .	—	100 0 0
Transferred to Capital, . . . . .	—	6,157 18 5
		6,619 6 8
<i>In respect of the year 1886:—</i>		
Administration—		
Permanent Salaries, . . . . .	2,322 5 8	
Writers, . . . . .	472 7 7	
Rent, . . . . .	64 12 4	
Printing and Stationery, . . . . .	28 13 4	
Incidental Expenses, . . . . .	177 16 0	3,073 14 11
Examinations—		
Examiners, . . . . .	3,030 0 0	
Do., Locomotive Expenses, . . . . .	31 19 11	
Centre Superintendents, . . . . .	2,047 0 0	
Do., Locomotive Expenses, . . . . .	300 9 5	
Hire of Rooms, . . . . .	159 4 0	
Printing and Stationery, . . . . .	206 13 9	
Petty Expenses, . . . . .	*496 12 0	7,061 19 1
Rewards—		
Money Prizes, and a moiety of Exhibitions, awarded in 1886, . . . . .	2,977 10 0	
Retained Exhibitions of 1884 and 1885 (a moiety), . . . . .	6,545 0 0	
Special Money Prizes, . . . . .	592 0 0	
Minor Prizes, . . . . .	1,082 14 9	12,137 4 9
Results Fees, . . . . .	—	10,960 12 6
Balance—		
Cash, . . . . .	204 7 4	
Results Fees, overpaid in 1882 to be refunded by Teachers, . . . . .	1 19 3	206 6 7
		£ 40,659 4 6

\* Under this are included Advertisements, Postage, Carriage of Parcels, and sundry petty expenses.



Given under our Common Seal  
this 5th day of April, 1887.



Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*  
JOHN C. MALEY, }

NAMES OF THE COMMISSIONERS  
OF  
INTERMEDIATE EDUCATION (IRELAND).

---

Right Hon. J. T. BALL, LL.D., D.C.L., Chairman.  
Right Hon. C. PALLES, LL.D., Lord Chief Baron of the Exchequer  
in Ireland, Vice-Chairman.  
Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Regius Professor  
of Divinity, University of Dublin.  
The Right Hon. the O'CONOR DON, D.L.  
Sir JAMES P. CORRY, Bart., M.P.  
Rev. JACKSON SMYTH, D.D.  
Rev. JOHN EGAN, D.D., LL.D.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, LL.D.  
JOHN C. MALET, M.A., F.R.S.



# APPENDIX I.

LIST of EXAMINERS prepared by the COMMISSIONERS, pursuant to No. 4 of the Rules of the BOARD, from which a sufficient number will be selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1886.

## GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)  
 Beare, John I., M.A., 1st Sen. Mod., T.C.D., University Student.  
 Butler, Rev. M. J., B.A., D.D.  
 Davies, John F., M.A. (Dub.), F.R.U.I., Professor of Latin, Queen's College, Galway.  
 Dougan, T. W., M.A. (Cantab.), Fellow, St. John's College, Cambridge, Prof. Latin, Queen's College, Belfast.  
 Dowdall, Rev. Launcelot D., LL.B. (Dub.), M.A. (Oxon.), 1st Sen. Mod., T.C.D., University Student.  
 Hayes, Rev. Laurence J., D.D., Professor, St. Patrick's College, Thurles.  
 Joynt, John W., M.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.  
 Kelly, Rev. J. J.  
 King, Robert M., B.A., (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 Maguire, Rev. E., Professor of Classics, St. Patrick's College, Maynooth.  
 Maguire, Thomas, LL.D. (Dub.), F.T.C.D.  
 M'Hugh, Alfred, B.A., (Dub.), Ex-Sch., T.C.D.  
 Montgomery, Malcolm, B.A. (Dub.), 1st Sen. Mod., T.C.D., Univ. Student.  
 O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.  
 Ormsby, Robert, M.A. (Oxon.), F.R.U.I., Ex-Fellow, Trin. Coll., Oxford, Professor of Greek and Latin Literature, Catholic University, Dublin.  
 Palmer, Arthur, M.A. (Dub.), F.T.C.D., Prof. of Latin, Univ. of Dublin.  
 Quinn, M. T., First Classical M.A., (Lond.), Professor of Classics, Univ. College, St. Stephen's-green, Dublin.  
 Reid, J. S., Fellow, Gonville and Caius Coll., Cambridge, Classical Examiner, London University.  
 Ridgeway, William, M.A. (Dub.), Professor of Greek, Queen's College, Cork, Fellow, Gonville and Caius College, Cambridge.  
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.  
 Roberts, Theodore M., M.A. (Dub.), Sen. Mod., T.C.D.  
 Stack, Rev. Thomas, M.A. (Dub.), S.F.T.C.D.  
 Starkie, W. J. M., B.A. (Cantab.), First Class, Classical Tripos.  
 Stewart, James, M.A. (Cantab.), F.R.U.I., Professor of Greek and Latin Languages, Catholic University, Dublin.  
 Thompson, D'Arcy W., M.A. (Cantab.), Professor of Greek, Queen's College, Galway.  
 Tyrrell, Robert Y., M.A. (Dub.), F.T.C.D., Professor of Greek, University of Dublin.  
 Wallis, John E. Power, First Classical M.A. (Lond.)  
 Wilkins, Aug. S., M.A. (Lond. and Cantab.), Professor of Latin and Comparative Philology, Owens College, Manchester.

## ENGLISH.

- Armstrong, George F., M.A. (Dub.), Professor of History and English Literature, Queen's College, Cork; F.R.U.I.  
 Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.

- Bastable, C. F., B.A. (Dub.), Professor of Political Economy, University of Dublin.
- Bates, A. H., M.A. (R.U.I.)
- Brown, Samuel Lombard, B.A. (R.U.I.)
- Carmichael, Rev. Frederick F., LL.D. (Dub.)
- Cherry, Richard R., M.A. (Dub.), Sen. Mod., T.C.D.
- Croly, D., M.A. (R.U.I.), Professor of English Literature, Catholic Training College, Drumcondra.
- Dixon, G. Y., M.A., T.C.D.
- Donnellan, Rev. James, St. Patrick's College, Maynooth.
- Dougherty, Rev. J. B., M.A. (R.U.I.), Professor of Logic, Magee College, Londonderry.
- Evans, Rev. Henry, D.D.
- Fetherstonhaugh, Godfrey, B.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
- Fitzgibbon, Henry M. (Dub.), Senior Mod., T.C.D.
- Gilliland, W. L., B.A., LL.B., (Dub.) Senior Mod., T.C.D.
- Gilmartin, Rev. T., St. Patrick's College, Maynooth.
- Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
- Greene, Geo. A., M.A. (Dub.), 1st Senior Mod., T.C.D.
- Kehoe, Daniel, B.A. (Dub.), Senior Mod., T.C.D.
- Leary, Rev. T. H. L., D.C.L. (Oxon.)
- Lyster, Thomas W., B.A. (Dub.), 1st Senior Mod., T.C.D., Assistant Librarian, National Library of Ireland.
- M'Bride, Rev. J. B., B.A. (R.U.I.)
- McDonald, Rev. Walter, St. Patrick's College, Maynooth.
- Nash, Francis Herbert, M.A. (Dub.)
- Nicolls, Archibald J., LL.B. (Dub.)
- Owens, Rev. R., St. Patrick's College, Maynooth.
- Park, John, M.A. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
- Scrutton, Thomas, B.A. (Oxon.), Professor of Grammar, Catholic University, Dublin.
- Shaw, James J., M.A. (R.U.I.), Ex-Professor of Political Economy, University of Dublin.
- Taylor, John F.
- Todd, Robert, M.A. (R.U.I.)
- Tout, T. F., M.A. (Oxon.), Professor of Modern History and Literature, St. David's College, Lampeter, South Wales; Fellow, Pembroke Coll., Oxford.
- Willson, Rev. Thomas B., M.A. (Dub.), 1st Sen. Mod., T.C.D.
- Wright, A. E., B.A. (Dub.), 1st Senior Mod., T.C.D.
- Yonge, Charles D., M.A. (Oxon.), F.R.U.I., Professor of History and English Literature, Queen's College, Belfast.

#### FRENCH.

- Amours, F. J., Bachelier-es-Lettres, French Master, Glasgow Academy.
- Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., South Wales, Cardiff.
- Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.
- Bariet, S., B.Sc. (Univ. Gall.)
- Bévenot, Clovis, French Master, Clifden College.
- Blouët, Paul, B.A., B.Sc.
- Boiello, James, B.A. (Paris).
- Buc, Henri, Bachelier-es-Lettres (Univ. Gall.)

- Clapin, Rev. A. C., Bachelier-es-Lettres, M.A. (Cantab.)  
 Cogery, A., Bachelier-es-Lettres (Paris), Examiner in French, Trinity College, London.  
 D'Anquier, Rev. E. C., M.A. (Cantab.), Head Master, South-Eastern College, Ramsgate.  
 D'Anquer, T. C., Senior French Master, Manchester Grammar School  
 McWeeny, Edmond J., B.A., (Royal University, Ireland).  
 Oger, V., French Lecturer (Univ. Coll.), Liverpool.  
 Polin, Rev. G., B. es L., F.R.U.I.  
 Vignon, G., B. es Sc., Master of French and German Literature, The Academy, Edinburgh.

## GERMAN.

- Goegg, Edmond, B.A. (Geneva), Master of Modern Languages, King's School, Chester.  
 Geisler, Charles, PH.D., Professor of Modern Languages, Queen's College, Galway.  
 Goldschild, Leopold, German Master, City of London School.  
 Hein, G., German Master, Aberdeen Grammar School and High School for Girls.  
 Heinemann, N., PH.D., Professor of Grammar, Crystal Palace School of Art, &c.  
 Lentzner, Carl.  
 Meissner, A. L., PH.D., Prof. Modern Languages, Queen's Coll., Belfast.  
 Oswald, E., M.A., PH.D. (Göttingen), Instructor in German to the Royal Naval College, Greenwich.  
 Schlomka, C., M.A., PH.D.  
 Selas, Albert M., M.A. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.

## ITALIAN.

- Farinelli, A., Professor of Italian, University College, London.  
 McCarthy, Rev. B., D.D.  
 Ricci, Luigi, Professor, City of London College, and Examiner to H.M. Civil Service Commission.

## CELTIC.

- Bourke, Rev. Ulick J. (Canon), F.P.  
 Flannery, T., London.  
 Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Education.  
 Molloy, John, B. es L.  
 Murphy, Rev. James E. H., B.A. (Dub.), Ex-Siz., Bedell Sch., T.C.D.

## MATHEMATICS.

- Allen, Rev. A. J., M.A. (R.U.I.), B.A. (Cantab.), Senior Wrangler, Cambridge.  
 Anglin, A. H., M.A. (R.U.I.), B.A. (Cantab.), F.R.S.E.  
 Ball, Robert S., LL.D. (Dub.), F.R.S., Astronomer Royal of Ireland  
 Bernard, J. H., M.A. (Dub.), F.T.C.D.  
 Burnside, Wm. S., M.A. (Dub.), F.T.C.D., Prof. of Mathematics, Univ. of Dublin.  
 Carroll, Rev. P. J., St. Patrick's College, Maynooth  
 Casey, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor of Higher Mathematics, Catholic University College.  
 Coates, Charles V., M.A. (R.U.I.), B.A. (Cantab.)  
 Coates, W. M., B.A. (Dub.), Sen. Mod., T.C.D.

- Crofton, Morgan W., D.Sc. (R.U.I.), F.R.S., F.R.U.I., Professor of Mathematics, R.M. Academy, Woolwich.
- Genese, R. W., M.A. (Cantab.), Professor of Mathematics and Natural Philosophy, University College of Wales, Aberystwith.
- Graham, Christopher, M.A. (Dub.), B.A. (Cantab.), 1st Sen. Mod., T.C.D., Fellow, Gonville and Caius College, Cambridge.
- Kavanagh, James W., late Professor of Elementary Mathematics, Catholic University, Dublin.
- Larmor, Joseph, M.A. (R.U.I.), B.A. (Cantab.), F.R.U.I., Senior Wrangler, Cambridge, Professor of Natural Philosophy, Queen's College, Galway.
- Leebody, John R., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
- Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.
- Magnus, Philip, B.A., B.Sc. (London).
- Mallet, John C., M.A. (Dub.), F.R.S., F.R.U.I., Professor of Mathematics, Queen's College, Cork.
- McGrath, Jos., B.A. (London), Professor of Mathematics and Physics, Catholic Training College, Drumcondra.
- O'Donnell, Rev. Patrick, Professor, St. Patrick's College, Maynooth.
- Panton, Arthur W., M.A. (Dub.), F.T.C.D.
- Ramant, Arthur A., B.A. (Dub.), Senior Mod., T.C.D., Assistant Astronomer, Dunsink Observatory.
- Roberts, William R., M.A. (Dub.), F.T.C.D.
- Russell, R., B.A. (Dub.) 1st Senior Moderator, T.C.D.
- Shaw, George F., LL.D. (Dub.), F.T.C.D.
- Stokes, Rev. W. F., M.A. (Cantab.), Fellow, Sidney College, Cambridge.
- Steggall, J. E. A., M.A. (Cantab.), Professor of Mathematics and Natural Philosophy, University College, Dundee.
- Tarleton, Francis A., LL.D. (Dub.), F.T.C.D.
- Taylor, Rev. John P., M.A., T.C.D., Sen. Fellow, Clare Coll., Cambridge.
- Trill, Anthony, LL.D., M.A. (Dub.), F.T.C.D.
- Wace, Frederick C., M.A. (Cantab.), Ex-Fellow and Mathematical Lecturer, St. John's College, Cambridge.

#### ARITHMETIC AND BOOK-KEEPING.

- Dowl, Rev. James, B.A. (Dub.), Senior Moderator, T.C.D.
- Ellis, William E., LL.B. (Dub.)
- Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
- Hughes, Rev. William, B.D. (Dub.)
- Johnston, R.
- Irwin, Rev. Charles K., D.D. (Dub.)
- Kelleher, Rev. John, C.C.
- Lawlor, Rev. H. J., B.A. (Dub.), Sen. Mod., T.C.D., University Student.
- Macbeth, Rev. John, LL.D. (Dub.)
- McEntire, Alex. Knox, First Clerk, Accountant's Department, Royal Bank of Ireland.
- Nichols, A. R., B.A. (Cantab.), Assistant Naturalist, Science and Art Museum, Dublin.
- O'Brien, Edward T., Accountant, Mining Company of Ireland.
- O'Dea, Rev. Thomas, Professor, St. Patrick's College, Maynooth.
- Oram, John E., M.E. (R.U.I.), M.A., Ex-Professor of Mathematics, &c., University of Windsor, N.S.
- Prendergast, P. J., C.E.

- Spencer, Edward, M.A. (Dub.)  
 Tristram, Rev. John W., B.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector,  
 and Secretary, Diocesan Board of Education.  
 Whitton, Frederick A., Accountant, Representative Church Body.

## NATURAL PHILOSOPHY.

- Anderson, P. J., M.A. (Aberdeen), LL.B. (Edinburgh).  
 Barrett, W. F., F.R.S.E., Professor of Physics, F.R.C.S.E.  
 Carroll, Rev. P. J., St. Patrick's College, Maynooth.  
 Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.  
 Doherty, J. J., LL.D. (Dub.), Senior Moderator, T.C.D.  
 England, John, M.A. (Dub.), Professor of Natural Philosophy, Queen's  
 College, Cork.  
 Larmor, Alexander, M.A. (B.U.I.), B.A. (Cantab.)  
 Moore, Hugh Keys, B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Murphy, N. D., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
 Roberts, James, B.A. (Dub.), Senior Moderator, T.C.D.  
 Scott, A. W., M.A. (Dub.), Professor of Physical Science, St. David's  
 College, Lampeter, South Wales.  
 Slater, G. W., A.R.C.Sc., Science Master, The Salt Schools, Shipley, Yorks.

## CHEMISTRY.

- Campbell, John, M.B. (Dub.), F.R.U.I., Professor of Chemistry, Catholic  
 University, Dublin.  
 Cook, E. H., D.Sc. (London).  
 Davy, Edmund W., M.A., M.D. (Dub.)  
 James, John W., PH.D., Lecturer in Chemistry, Univ. College, South  
 Wales, Cardiff.  
 Letts, Edmund A., PH.D., F.C.S., Professor of Chemistry, Queen's Coll.,  
 Belfast.  
 McHugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.  
 Moss, Richard J., F.C.S., F.I.C., Chemist to the Royal Dublin Society,  
 Keeper of the Minerals, Museum of Science and Art, Dublin.  
 Reynolds, James Emerson, M.D. (Dub.), F.R.S., Professor of Chemistry,  
 University of Dublin.  
 Rowney, Thomas H., D.Sc. (B.U.I.), PH.D., Professor of Chemistry, Queen's  
 College, Galway.

## BOTANY.

- Anderson, R. J., M.A., M.D. (B.U.I.), Professor of Natural History,  
 Queen's College, Galway.  
 Boulger, G. S., F.L.S., F.G.S.  
 Hamilton, Rev. Thomas, M.A. (B.U.I.)  
 Hartog, Marcus M., M.A., D.Sc., F.L.S., Professor of Natural History,  
 Queen's College, Cork.  
 Melville, Alex. G., M.D. (Edin.), M.R.C.S.E., Ex-Professor of Natural  
 History, Queen's College, Galway.  
 Fim, Greenwood, M.A. (Dub.) Sen. Mod., T.C.D.  
 Sigerson, George, M.D., M.Ch. (B.U.I.)  
 Wilson, Andrew, PH.D., F.R.S.E., F.L.S.  
 Wright, Edward Perceval, M.D. (Dub.), Professor of Botany, University  
 of Dublin.

## DRAWING.

- Atkinson, George M., Examiner, Science and Art Department, South  
 Kensington.

- Bowler, H. A., Inspector and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Carroll, John, Art Master, Hammersmith Training College.  
 Harris, Robert, Art Master, St. Paul's School, London.  
 Jackson, Joshua, Art Master, Manchester Grammar School.  
 Langman, A. W. F., Head Master, Southampton School of Art.  
 Lindsay, Thomas M., Drawing Master, Rugby School.  
 Townsend, Edward, M.A. (Duh.), D.Sc. (R.U.I.), Professor of Engineering, Queen's College, Galway.  
 Vinter, J. A., London.

## THEORY OF MUSIC.

- Alcock, W. B., MUS.B. (Oxon.)  
 Allison, H., MUS.D. (Duh.)  
 Croft, Hamilton.  
 Garrett, George, MUS.D., M.A. (Cantab.)  
 Gater, William H., B.A., MUS.B. (Duh.)  
 Gick, Thomas, MUS.D. (Duhlin).  
 Goodwin, W. G.  
 Hoffmann, F.  
 Holloway, Arthur S., PH.D., MUS.B. (Oxon.)  
 Houghton, Edward.  
 José, T. R. G., MUS.D. (Duh.)  
 Kerhusch, L., MUS.D. (Duh.)  
 Liebich, Karl.  
 Marks, J. Chr., MUS.D. (Oxon.)  
 Marks, T. Osborne, MUS.D.  
 Smith, Joseph, MUS.D. (Duh.)  
 Taylor, Charlotte M., MUS.B. (R.U.I.)

## DOMESTIC ECONOMY.

- Barlow, Jane.  
 Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.  
 Capen, Florence M.  
 Gailaher, Frances M.  
 Harrison, W. Jerome, Science Demonstrator, Birmingham School Board, &c.

## APPENDIX II.

## LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO  
CONDUCT THE EXAMINATIONS IN 1886.

## GREEK AND LATIN.

- Bears, John I., M.A., 1st Sen. Mod., T.C.D., University Student.  
Butler, Rev. M. J., B.A., D.D.  
Dongan, T. W., M.A. (Cantab.), Fellow, St. John's College, Cambridge,  
Prof. Latin, Queen's College, Belfast.  
Maguire, Rev. E., Professor of Classics, St. Patrick's College, May-  
nooth.  
O'Farrell, Edward, B.A. (Dub.), Mod., T.C.D.  
Tyrrell, Robert Y., M.A. (Dub.), P.T.C.D., Prof. of Greek, Univ. of  
Dublin.

## ENGLISH.

- Bailey, William F., B.A. (Dub.), 1st Sen. Mod., T.C.D.  
Bastable, C. F., B.A. (Dub.), Professor of Political Economy, Univ. of  
Dublin.  
Carmichael, Rev. Frederick F., LL.D. (Dub.)  
Donnellan, Rev. James, St. Patrick's College, Maynooth.  
Evans, Rev. Henry, D.D.  
Gilmartin, Rev. T., St. Patrick's College, Maynooth.  
McDonald, Rev. Walter, St. Patrick's College, Maynooth.  
McBride, Rev. J. B., B.A. (R.U.I.)  
Nash, Francis Herbert, M.A., (Dub.)  
Scrutton, Thomas, B.A. (Oxon.)

## FRENCH.

- Amours, F. J., B. es L., French Master, Glasgow Academy.  
Barbier, Georges E., Lecturer in French, The Athenæum, Glasgow.  
Oger, V., French Lecturer, Univ. Coll. Liverpool.  
Vignon, G., B. es sc., Master of French and German Literature The  
Academy, Edinburgh.

## GERMAN.

- Oswald, E., M.A., PH.D. (Göttingen) Instructor in German to Royal  
Naval Coll., Greenwich.

## ITALIAN.

- Ricci, Luigi, Prof., City of London Coll.

## CELTIC.

- Joyce, Patrick W., LL.D. (Dub.), Professor, National Board of Edu-  
cation.

## MATHEMATICS.

- Bernard, Rev. J. H., M.A. (Dub.), F.T.C.D.  
 Garry, John, LL.D. (Dub.), F.R.S., F.R.U.I., Professor of Higher Mathematics, Catholic University College.  
 Kavanagh, James W., late Prof. of Elementary Mathematics, Catholic University, Dublin.  
 Leebody, John R., M.A. (R.U.I.), Prof. Mathematics and Natural Philosophy, Magee College, Londonderry.  
 Lennon, Rev. Francis, Professor of Mathematics and Natural Philosophy, St. Patrick's College, Maynooth.  
 O'Donnell, Rev. Patrick, St. Patrick's College, Maynooth.  
 Panton, Arthur W., M.A. (Dub.), F.T.C.D.  
 Roberts, William R., M.A. (Dub.), F.T.C.D.

## ARITHMETIC AND BOOK-KEEPING.

- Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.  
 Kelleher, Rev. John, c.c.  
 Lawlor, Rev. H. J., B.A. (Dub.), Sen. Mod., T.C.D., Univ. Student.  
 Whitton, Frederick A., Accountant, Representative Church Body.

## NATURAL PHILOSOPHY.

- Farrell, W. F., F.R.S.E., Professor of Physics, F.R.C.S.I.  
 Carroll, Rev. P. J., St. Patrick's College, Maynooth.  
 Coffey, George, B.A. (Dub.), Senior Moderator, T.C.D.

## CHEMISTRY.

- Davy, Edmund W., M.A., M.D. (Dub.)  
 Moss, Richard J., F.C.S., F.I.C.

## BOTANY.

- Sigerson, George, M.D., M.Ch. (R.U.I.)

## DRAWING.

- Atkinson, George M., Examiner, Science and Art Department, South Kensington.  
 Bowler, H. A., Inspector, and Assist. Director, Art Division, Science and Art Department, South Kensington.  
 Townsend, Edward, M.A. (Dub.), D.Sc. (R.U.I.), Prof. of Engineering, Queen's College, Galway.

## THEORY OF MUSIC.

- Croft, Hamilton.  
 Marks, T. Osborne, MUS. D.

## DOMESTIC ECONOMY.

- Barrington-Ward, M. J., M.A. (Oxon.), H. M. Inspector of Schools,



## APPENDIX III.

EXTRACTS FROM THE REPORTS OF THE  
EXAMINERS, 1886.

## GREEK.

## ALL GRADES—FIRST PAPER.

From the Report of THOS. W. DOUGAN, Esq.

The answering in Greek of the Senior Grade candidates was worthy of commendation.

Good work was also done by the Middle Grade. Many candidates secured high totals, and the average mark was very fair.

The Junior Grade was less accurate; the proportion of highly marked papers much lower, and the failures in grammar rather numerous. While taking into account the youth of these candidates, as compared with those of the two higher grades, I also remember that the paper was easy in proportion, and made it possible for candidates easily to pass in grammar on simple book-work. I would, therefore, suggest that higher results may be aimed at in this department by many teachers.

## ALL GRADES—SECOND PAPER.

From the Report of R. Y. TYRRELL, Esq.

I examined the three grades (boys and girls) in Greek, second paper.

In the Senior Grade, I visited severely inaccuracies in the prepared translation. When the course is so short, insufficient preparation is quite inexcusable. The unprepared translation of the prose passage was decidedly good, but the verse passage was very poorly attempted. The answering in History was good.

In the Middle Grade the unprepared passage in verse was better rendered than that in prose, but in both there were unaccountable mistakes. In the Senior and Middle Grades I did not allow any credit for knowledge of the meaning of a few words in a passage where nothing like consecutive translation had been attained.

In the Junior Grade I allowed some credit even for very bad translation, taking into account the age of the candidates. The prepared translation was better in the Junior than in the other grades. The Junior Grade seemed to know the matter of the book very well. The answering in History was not so good in the two lower grades.

No candidate seemed to me to deserve to be disqualified for bad spelling, but I lowered considerably the marks of some for errors in orthography. There cannot have been a candidate who had not seen the word 'Xenophon' hundreds of times in print; yet the word was spelt Xenophon by a very large proportion of the candidates.

## LATIN.

## SENIOR GRADE—FIRST PAPER.

From the Report of R. Y. TYRRELL, Esq.

A very large proportion of the candidates have obtained honour marks in grammar and composition. The answering did, in my opinion, show an improvement in these branches. There were very few who failed to show some knowledge of grammar and composition.

The prepared translation was not at all so good as might have been expected from Senior Grade candidates with such a limited course. I have marked this part of the paper severely, often refusing to give any credit to a translation which, though containing a sentence or two rightly construed, yet included two or three such blunders as the confusion of *nisi* the participle with *nisi* the conjunction.

## SENIOR GRADE—SECOND PAPER.

From the Report of THOS. W. DOUGAN, Esq.

I consider the answering of the candidates of the Senior Grade in Latin specially worthy of commendation. Thus, of the 200 candidates examined in this grade only 26 gained less than 35 per cent. of the total marks possible; 123 candidates gained more than 300 marks out of 570, and more than 50 gained over 400 marks.

The unprepared Latin translation was well done by most of the senior candidates. More marks might generally have been gained by them on the History questions, and there was room for the display of greater method and clearness in this part of the work.

## MIDDLE GRADE—FIRST PAPER.

From the Report of REV. M. J. BUTLER.

A considerable improvement in method was a noteworthy feature in the examinations of this year. As a rule the middle grade students knew how to present the knowledge they possessed in an orderly manner, and in very legible handwriting.

The answering in grammar and composition showed that many teachers do not attach to them the importance they deserve, although not a few of the candidates gave evidence of no mean scholarship, and did the Latin *Prose* Composition in a very satisfactory manner. The Latin *Verses* Composition was, on the whole, very poor; only a very small number made even a fair attempt at this item, which was manifestly neglected in the schools. The translation was, for the most part, very good, and left no impression of the excessive use of printed translations; but there were a few who knew the translation by heart, as could be easily perceived, and who knew very little of the language from which they were translating.

The questions set on the passages submitted for translation were but very imperfectly answered by the vast majority. This was most striking, even in very easy and simple matters, and goes to show that much more attention should be paid throughout, in every grade, to the grammar and structure of the language.

SECOND PAPER, MIDDLE GRADE (BOYS).—SENIOR GRADE (GIRLS.)  
SENIOR GRADE (GIRLS.)

From the Report of Rev. E. MAGUIRE.

These papers showed clear evidence of solid and accurate knowledge.

MIDDLE GRADE (BOYS.)

The answering here was highly satisfactory all round, and in not a few cases, masterly and brilliant.

FIRST PAPER.—JUNIOR GRADE.

From the Report of JOHN I. BEARE, Esq., and Rev. M. J. BUTLER.

The answering in grammar was on the whole very fair. The only weakness which was at the same time important and widespread was a certain inability to discriminate between *oratio obliqua* and the dependent construction generally. For example it was the prevalent opinion that *quid quaeris?* becomes in *or. obl.* *quid quaeras?*

The composition was (although brilliant papers were sent in) not up to the level of the grammar. The chief faults were neglect of concords, and incorrect use of the moods, &c. It seemed less difficult to call to mind the required Latin word, than to use it properly in a sentence.

Translation from prescribed Latin authors was very good; as a rule the original was rendered in terse and idiomatic English.

JUNIOR GRADE.—SECOND PAPER.

From the Report of E. O'FARRELL, Esq., and Rev. E. MAGUIRE.

The answering in this paper showed that the candidates had been carefully prepared, and had read the work diligently and probably frequently. In the great majority of cases the translation from the prepared work was very good indeed, and, on the whole, the attempts at translating the unseen passage were very satisfactory, considerable knowledge of the language and of the formation of sentences being shown. The answering to the grammatical questions on the passages was very unsatisfactory, in very many cases showing that the candidates had learned the translation off by heart without in the least understanding the grammatical construction of the Latin. The course set would appear to be too short or probably the time given for preparing it too long. The answering in scansion was inferior; that in history moderate.

ENGLISH.

SENIOR GRADE (BOYS).—FIRST PAPER. MIDDLE GRADE (BOYS AND GIRLS).—SECOND PAPER.

From the Report of WILLIAM F. BAILEY, Esq.

I examined in English 246 boys of the Senior Grade in Composition, Grammar, and Scott's "Waverley"; and 573 boys and 215 girls of the Middle Grade in Pope's "Iliad," Book I., English Literature, English and Irish history, and Geography.

In the Senior Grade the English compositions were fairly good. Few had exceptional merit, but on the other hand the number that failed

to obtain pass marks was small—not reaching five per cent. The handwriting was on the whole satisfactory, although a certain want of neatness was observable in many cases. As perhaps might naturally have been expected, the majority of students treated the subjects in a somewhat unoriginal manner—being inclined to substitute truisms and common places for independent thought. Many, however, illustrated their arguments and statements with considerable ability and knowledge. A tendency was exhibited to deal with the subject selected without noting the special application required by the form in which it was stated. Thus in writing on “Music as a branch of Education,” the majority treated it as an essay on music generally, paying no attention to the limitation indicated by the form in which the subject was given.

The answering in Grammar was satisfactory and in many cases showed admirable training.

I was much pleased with the manner in which the questions on “Waverley” were treated, showing thorough appreciation of the purpose of the work with careful and accurate knowledge of its details.

In the Middle Grade the method in which the work was prepared and the comparative absence of wild and stupid answering was very satisfactory. Where the answers were wrong they seldom displayed entire ignorance, and even where guesses at answers were made they usually showed considerable general knowledge of the subject. Pope’s “*Iliad*” was thoroughly prepared, and in one question which required the candidate to give the lines which rhymed with certain given lines, the general correctness of the answers was really remarkable. The questions on English Literature were also very well answered by both boys and girls. The answers given on the portion of English history specially indicated for study were not so satisfactory and exhibited some want of accurate preparation. Several students showed a strange inattention in reading the questions, as where they applied a question having reference to the reign of Henry IV. to the reigns of Henry VII. and Richard II.

In Geography the answering was not good, and more attention might well be devoted to this subject by teachers, especially to map study, which is the only true method of obtaining an accurate knowledge of the relative geographical positions of places. The want of such knowledge was shown by the unsatisfactory way in which the outline map given—that of France—was attempted to be filled up. Also by the frequency with which rivers, capes, and seaports were transposed and misplaced in the answer to question 17, which was to “give, in order, the principal capes, seaports, and mouths of rivers on the coast line from Lisbon to Venice.”

The answering of the girls in geography was especially unsatisfactory, upwards of 30 per cent. of the candidates not obtaining pass marks (25 per cent.) in this subject. In literature and history their answering was, however, very good, and in many cases remarkably able and intelligent.

I would call special attention to the excellence in style of the answering. The spelling and grammar of the candidates in both grades that I examined, and among both boys and girls, were admirable and could not easily be improved upon. The general conclusions indicated by the answering to my mind reflect much credit on the system of Intermediate Education which has led to such satisfactory and substantial results. Teachers seem to have thoroughly learned how to prepare candidates for these examinations, and in doing so, have distinctly raised the standard of knowledge and the efficiency of education in the country in a manner which cannot but result in far-reaching and permanent benefit to the future of the entire community.

## MIDDLE GRADE—FIRST PAPER—(BOYS AND GIRLS).

From the Report of Rev. HENRY EVANS.

The work of the candidates on the First English Paper was done with considerable care and a fair degree of neatness. The writing was nearly always good, often admirable, and with few exceptions the answers were numbered to correspond with the questions. There was no instance of copying in the answer books that passed through my hands, nor was there anything to suggest irregularity in the conduct of the examinations.

The option of choosing for a composition one of three prescribed subjects, was exercised in nearly equal proportions as regards the first and second topics, a somewhat larger number made choice of the third. Few of these essays were brilliant; some were decidedly thoughtful, and (for the age of the candidates) nearly all were sensible. But on an average the compositions were feeble. Their weakness mainly consisted in two things: slender coherence of thought, and excessive use of the particles and link-words. No composition was cancelled for grammatical transgression.

In the grammar section the candidates exhibited a fair knowledge of the subject, and high marks were frequently obtained; but I often saw reason for supposing that greater pains had been taken to master exceptions than to become familiar with the normal usages of English. Nothing can take the place of perfect acquaintance with Accidence, and every effort should be made to get pupils thoroughly grounded in it. Parsing and Analysis were very well done by some, fairly by many but a larger proportion of poor work was done in these two subjects than in anything else on the Paper. Quite a number were unequal to the task of parsing fully the relative pronoun and adverb.

Cressy's *Decisive Battles of the World* has evidently been a popular book with the candidates. The girls excelled in their answers respecting Orleans and Saratoga, the boys in description of the battle of Blenheim. Some of the finest composition in the work of the Paper is contained in the answers to questions on this book. The least satisfactory part of the answering had reference to the battle of Pultowa.

## JUNIOR GRADE—FIRST PAPER—(BOYS).

From the Report of Rev. JAMES DONNELLAN, Rev. JOHN B. M'BRIDE,  
and Rev. WALTER M'DONALD.

It is our pleasing duty to report that the answering in this paper was satisfactory. Few failed to score the total necessary for a pass, whilst honour marks were assigned to more than half of those who presented themselves for examination.

"The Traveller" and "The Prisoner of Chillon" were particularly well prepared. In grammar the answering was substantially good; we think it is our duty, however, to mention that there were many students who failed to write out accurately any ordinary definition of common grammatical terms, such as case, mood, tense, participle.

The parsing was not what it should be. This failure is the more remarkable, as the students were tested on rather common words and phrases selected from the books which they had specially prepared for the examination.

The English Composition was average, most boys writing common place on "Early Rising," whilst some presented thoughtful essays on the other subjects. The style and general form were satisfactory.

## SENIOR GRADE.—SECOND PAPER—(BOYS AND GIRLS.)

'From the Report of Rev. HENRY EVANS.

The Second English Paper in the Senior Grade embraced Shakespeare, History, Geography, and Literature. Generally speaking, the answering in Shakespeare was excellent; it afforded gratifying evidence that the subject was faithfully taught and intelligently understood. A large proportion of the candidates, both boys and girls, exhibited clear knowledge of the plot of *Macbeth*, correct appreciation of the characters in the Play, and a fair amount of ability in expounding the diction of Shakespeare. In recollection of the text, and analyses of passages, the girls were equal to the boys, but the latter were distinctly superior in explanation of archaic words and expressions.

In English History, the outlines have evidently been studied with care. Few candidates failed in knowledge of dates and chief events, and I was gratified to find fairly adequate acquaintance with the elements of constitutional history. Fuller pains would seem to have been taken this year than last, to understand treaties and their issues. In this respect, there is reason to believe, some good progress has been made. The answering in the History of Ireland, although sometimes quite equal to that in other subjects, was too often meagre.

The work done in Geography this year was seldom brilliant. There were few total failures; but I had the impression throughout, that the text-books used by a considerable number of the candidates must have been other than recent works. This thought was especially borne in upon me by the answers touching rivers and mountains. The later contributions to our knowledge of the Geography of Asia were familiar to a number, but not to all.

In English Literature, I have the pleasure of reporting considerable improvement. There was seldom a gross blunder, and very little guessing. Full lists of Dryden's works were frequently given; those of Dr. Samuel Johnson, also were fairly known; and the relations to "*Man and Nature*," of the poetry of Wordsworth and Shelley, were often elucidated with a clearness and propriety worthy of commendation.

Reviewing the work done on this paper as a whole, I am glad to say that I met no instance of impropriety or want of honour. The writing was, for the most part, good, grammar and composition were also good; and the results justly creditable to the candidates and their teachers.

## JUNIOR GRADE.—SECOND PAPER.

From the Report of Rev. F. F. CARMICHAEL, Rev. T. GILMARTIN, and  
THOMAS SCRATTON, Esq.

The examiners of the Second Paper in English, Junior Grade, are happy to report that they were, on the whole, well satisfied with the answering of the candidates. The papers were generally fair, and some, as will be seen by the marks awarded, of distinguished merit. They have, however, a few remarks to make, which refer to all the papers, except those of superior excellence.

1. The handwriting, though it exhibits a slight improvement over that of former years, still leaves much to be desired. We would fain hope that more attention will, in future, be paid to an element of education, which seems simple in itself, but is rarely acquired after the

earliest years. It should be impressed on the students, that good and legible writing is a necessary qualification in the Civil Service Examinations, while, in some of these competitions, numerous marks are added for proficiency in this particular. Moreover, we have observed that good writing commonly accompanies good answering, and that those who write best know most.

2. There is also another small matter, which seems to have been neglected in the preparation for this Intermediate Examination. Names of persons and places were often begun with small letters, and the names of places spelled with singular inaccuracy.

There was also much wanting in punctuation, and sentences were so much run together that it was difficult for an examiner to extract the sense of the passage.

3. Lockhart's *Life of Napoleon* was but imperfectly mastered, and many of the students had evidently not read the book.

#### JUNIOR GRADE (GIRLS)—FIRST PAPER. SENIOR GRADE—(GIRLS).

From the Report of C. F. BASTABLE, Esq.

It was my duty to examine the answers of the girls in the junior and senior grades, in the first paper, English, as well as the answers of the junior grade boys, over-age, in the same paper. The subjects comprised were: (1) composition; (2) grammar; (3) a prescribed text.

The compositions of the junior grade girls (878 in number), were decidedly poor in style and intelligence, though the spelling and grammar were with some exceptions fair. The better compositions were however, excellent in style and evidently the result of natural taste combined with careful training.

The grammar questions were answered rather well, with the exception of the question on parsing in which there were a large number of complete failures; it is remarkable that only one candidate obtained full marks for that question. Most students seemed not to understand what was requisite, in order "to parse fully."

The texts—Goldsmith's *Traveller* and Byron's *Prisoner of Chillon*—were well made up—a large number of candidates having plainly committed the two poems to memory. The treatment of the passages given for explanation was not so good as that of the questions which appealed to memory, but still was, as a whole, creditable both to pupils and teachers.

The spelling of the answers was generally good, but some serious mistakes occurred too frequently, in spelling: (a) grammatical terms, e.g., *nominative*, and (b) words to be found in the text, e.g., *ghostly*.

The papers of the boys, over age (103 in number), left on my mind the impression that the average answering was better than that of the girls, but that the extremes of proficiency and ignorance were not at all so marked.

The senior grade candidates were ninety-six in number. Their compositions were, speaking generally, admirable, there being only one failure in securing the 20 per cent. needed for passing. The style was good, though in some cases too ambitious. Mistakes in spelling or grammar were very few. Those candidates who dealt with "music as a branch of education," for the most part ignored the limit set by the latter clause, and thus reduced the marks to be obtained for intelligence in handling the subject.

The grammar questions were answered in a very satisfactory manner, but as regards the second question there seemed to be a good deal of

vagueness in the minds of the candidates respecting the precise nature of the changes which produced the irregular plurals to be explained.

The text-book—Scott's *Waverley*—had been thoroughly studied. Even the mistakes displayed knowledge of the book, and were in almost all cases the result of confusion between two somewhat similar parts of the story. When the large amount of matter in the work is remembered it is the more creditable that such a result should be obtained.

In justice to both senior and junior grades it should be added that the handwriting and the arrangement of the answers were very neat and such as to render the examiner's task as easy as the nature of the case would allow.

One suggestion which the weakness in parsing shown by the junior grade naturally gives rise to, is, that the marks for composition and parsing should be combined, and 20 per cent. of the total sum thus obtained, required for a pass. The attention of teachers would then be directed more especially to the application of grammatical rules. It might also be arranged that the passages to be set in parsing, should be taken from the text-books prescribed, as in fact is usually the case.

#### JUNIOR GRADE (GIRLS)—SECOND PAPER.

From the Report of FRANCIS H. NASH, Esq.

The handwriting I found very creditable, in general.

The subjects of History and Political Geography form, of course, the least difficult part of the English Examination, but the average proficiency of the candidates in these branches, as far as I have had the opportunity of judging, appears extremely satisfactory.

The answers in Physical Geography suggest that there is something to be wished for in the mode of teaching, the confusion in the use of scientific terms, particularly chemical terms, contrasting strongly with the general intelligence exhibited.

#### FRENCH

##### SENIOR GRADE (BOYS). MIDDLE and JUNIOR GRADES (GIRLS).

From the Report of F. J. AMOURS, Esq.

Forty-six per cent. of the girl candidates failed in the Junior Grade. This is rather a heavy percentage, but no inference should be drawn from it as to the general weakness of the candidates; this result is due to a large number of papers that are simply *blanks*, showing a complete ignorance of grammar, and a very slight acquaintance with the prescribed books.

On the whole the grammar is good, and the composition very good for beginners.

In the Middle Grade the translations from French into English, both seen and unseen, form the best part of the paper. The composition is weak, and the grammar fair.

The Senior Grade Boys have done remarkably well. The composition especially is very good. The only weak point is a want of elegance in translation. A passage of *Corneille* rendered word for word into English does not read well, and something more is expected from a senior candidate.

The three grades show a marked improvement in the translation of idiomatic sentences, but better results are still desirable.



## SENIOR GRADE (GIRLS). MIDDLE GRADE (BOYS).

From the Report of G. VIGNON, Esq.

The answers of the Senior Grade (Girls) are more accurate than those of the Middle Grade (Boys); a certain number of papers are admirably done; on the other hand I have been struck by the scanty and hazy grammatical knowledge of many successful candidates, even among some passing with honours, and I cannot help thinking that a higher qualification for pass than 20 per cent. of grammar and composition taken together, and easier questions, would render cramming unprofitable, and would, to a great extent, counteract this evil tendency inherent to all examinations; it would also make the teaching of modern languages a more effective instrument of intellectual discipline, which is far more important than the mere acquirement of useful knowledge.

## JUNIOR GRADE—BOYS.

From the Report of GEORGES EMILE BARRIER, Esq., and  
VICTOR OGER, Esq.

The average work of the candidates was satisfactory: the majority of the papers which obtained honours were remarkably well done, and their excellence was seldom limited to some parts of the answers—it often extended over the whole subject; but a very large number of candidates, among those who failed to obtain the minimum number of marks, showed a complete ignorance of the subject both in the translations and grammar.

The handwriting, neatness, and style of some of the papers deserve the highest praise, and few indeed of the successful candidates can be excluded from this remark, but the majority of those who failed presented their work to the examiners in a very untidy manner, and their handwriting was often scarcely legible. Not a few of the candidates were indifferent to the order of the questions, even, in many cases, scattering various portions of the answer to one question in three or four different parts of their answer-books, a practice which the examiners think highly objectionable and to which they beg to call the attention of the Board.

In the answers to grammar questions, those dealing with the rules governing *Personal Pronouns* were the least satisfactory; indeed very few, even amongst the best papers, showed a sufficient knowledge of that very important part of French Grammar.

## GERMAN.—ALL GRADES.

From the Report of EUG. OSWALD, Esq.

I can speak, on the whole, very favourably of this examination in German; more especially in the middle and senior grades a marked progress is visible, and some very good papers were handed in by these sections. I cannot say quite as much for the junior grade, in which by far the greater number of failures and merely simple passes occurred, both absolutely speaking, and relatively by comparison of the number of candidates in each section.

Among the senior boys not any failures occurred; all passed with honours.

It is worth while observing in connexion with the matter of composition, that in a good many cases a grammatical rule, e.g., about putting the verb at the end of an unabbreviated dependent clause—

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middle grade paper, question 4—was indeed correctly answered, but immediately forgotten when it should have been applied, as in question 9 of the same paper. As to the juniors, a large proportion showed not any conception as to how to construct a German sentence.

I think this evil would be efficiently combated if teachers occasionally led the learners to compose simple sentences (apart from those they find in their grammar books ready made for translation), in a manner indicated in question 9a middle grade, but capable of endless modification. It is thus that the difficulty would be attacked in a very elementary form by the guided self-activity of the learner, and the ascent to more complicated sentences would be achieved gradually and with a firm and easy step.

I have to repeat my last year's observation that the candidates' spelling of German words is better than their corresponding performances in English, though there is an exception in the odd ways in which the German for Switzerland (*Schweiz*) was spelled by pupils of the middle grade who had read "*Wilhelm Tell*."

The manifestly greater facility, even for English-born people, of German spelling, as compared with English, ought to act as a counterweight to the, chiefly imaginary, difficulty of German handwriting. I might here repeat what I said at some length on this point in my last year's report, calling attention to the mischievous habit of substituting English writing for German. There is, however, some welcome improvement in this matter. English handwriting where German ought to have been given occurred last year in nearly one third of the papers; the proportion this year is reduced to nearly one-fifth.

Another evil of which I spoke last year has not quite disappeared: the antiquated mistake of calling strong verbs 'irregular' turns up in too many papers.

It would, perhaps, be vain to lament, or hope for a cessation of, the error of many of these young people to give long and involved statements when a word or two, clearly put, would fairly and tersely answer the question. An idea that their answers should be as full as possible, leads some into stating things that are not asked, and landing themselves in error.

It was pleasant to find that some of the senior candidates gave occasionally Latin and Greek equivalents for idioms asked in German, thus showing a healthy tendency to connect different branches of their study of language, and proving it not dead but living.

#### ITALIAN.—ALL GRADES.

From the Report of LUIGI RICCI, Esq.

The 158 candidates show a higher standard of knowledge of the subject than those examined last year, and the failures are few. Of the fifty-nine girls five failed, and only three boys failed out of ninety-nine.

Nearly all the candidates have shown a good acquaintance of the rules of the Italian grammar and syntax, giving proof of a satisfactory theoretical knowledge of the language. The only weak point in this examination has been the Italian composition, and this fault is, in my opinion, due (*a*) to the short time generally given to the study of this subject; and (*b*) to the very limited number of Italian authors read by the pupils.

## CELTIC.

From the Report of PATRICK W. JOYCE, Esq.

In the first few years of the Intermediate Examinations there was a general absence of precision in the answering in Celtic that pointed to a want of system in the study of the language, or in the mode of teaching, or most probably in both. Now the case is wholly different. There has been year by year a gradual improvement in the quality of the answering, and this year I believe it is better than ever it was before. Meantime the papers of questions have been much of the same class, as to difficulty, all through. Now, that both teachers and pupils understand their ground thoroughly, it will be I think possible to make the questions a little more difficult henceforward.

The language is now studied systematically and successfully; and although of course I know nothing of the candidates individually, yet from the quality of the answering, I can judge that the greater number are under the instruction of teachers who are skilled both in the language itself, and in the method of teaching it.

The greatest proportion of failures occurs in the junior grade, and the reason of this is clear. Many of the young people of this grade having never been examined before, and depending on their colloquial knowledge of Irish to pull them through a detailed scientific examination, made little or no preparation, and only found out their mistake when confronted with the paper of questions. There are many cases of this kind every year, and under the peculiar circumstances, there will be cases I suppose for some time to come. But their number is lessening every year as candidates are beginning to find out more generally the necessity for special preparation. This year the number of failures from this cause is less than it was in any preceding year.

## ARITHMETIC.

MIDDLE GRADE—BOYS AND GIRLS. JUNIOR GRADE—GIRLS.

From the Report of S. FITZPATRICK, Esq.

I examined the answers of the boys and girls of the Middle Grade, and of the girls of the Junior Grade.

The answering of the boys was most satisfactory, not only were the questions carefully read and thought out, but the work and calculations were neat and accurate, points that always tell in the pupils' favour. Of 543 examined 264 or nearly 50 per cent. gained honours, 201 passed without honours, and 78 or 14 per cent. failed.

There are still many instances, even in Middle Grade, of boys, who never attempt a question that makes any demand on their reasoning powers. They trust to find a sufficient number of questions of the fixed order, such as plain Proportion, Practice, Interest, and Involution and Evolution, the last being special favourites. Indeed I am of opinion, considering that 25 per cent. passes a pupil, that 20 per cent. is too much to allow for the mere extraction of the roots of two or three numbers.

I examined the answers of 194 girls in Middle Grade: 52 gained honours, 81 passed without honours, and 61, or 31 per cent. failed. While the answering of 20 per cent. was excellent, fully 50 per cent., including many who passed, have little or no real knowledge of Arith-

metic. One would think that they trusted to their knowledge of the preceding year, merely supplementing it by a mechanical acquaintance with the square and cube roots.

The answering of the girls of Junior Grade was on the whole fair: of 838 examined, 225, or 27 per cent. gained honours, 419 passed without honours, and 194 or 23 per cent. failed. Many of these papers were extremely good, several obtaining the maximum marks; and in all cases where the answering was good, it was most gratifying to find the penmanship and style praiseworthy. Those pupils evidently were accustomed to answering on paper, the only means of making them avoid the slovenly, undecided manner of those whose working is confined to slates.

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#### JUNIOR GRADE (BOYS).

From the Report of Rev. JOHN KELLEHER and Rev. H. JACKSON  
LAWLOR.

The answering in this division was fairly high, although perhaps a somewhat larger number than usual failed to obtain passing marks. Eight candidates scored full marks, and a very large number over 80 per cent.

Much the same faults re-appear as have been noticed in the reports of examiners in past years—notably an inability to think, as distinct from the mere mechanical application of rules. An instance of this is the fact that only about 10 per cent. of the candidates examined sent in correct answers to Question 4, which involved a reduction of a quantity in Avoirdupois to its equivalent in Troy weight. Questions 2, 6, 7 also, examples which required some thought, were very badly answered. Would it not be advisable that boys learning Arithmetic should be taught to exercise their own judgment more, and learn fewer rules by rote, than appears to be customary?

A good deal of inaccurate work appeared in some of the questions. Thus Question 1—a mere exercise in Multiplication and Division, considered by the examiners to be the easiest in the paper—was answered correctly by less than half the candidates. Many also failed to obtain full credit for their answers to Questions 11, 12, on account of inaccuracy in dealing with the fractions of pence. In connexion with the latter of these, it may be mentioned that not more than thirty candidates availed themselves of the fact that 292 days are four-fifths of a year.

Of the many mistakes which were made in the answers to Question 10, we wish to direct special attention to one: some 300 candidates proceeded correctly with the process of simplification until they had reached the stage  $\frac{2}{3} + \frac{2}{3}$ ; and then wrote out the answer,  $\frac{2}{3} \div \frac{2}{3} = 0$ .

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#### BOOK-KEEPING.

From the Report of FREDERICK A. WHITTON, Esq.

As compared with the preceding year, I found that the students who passed in Book-keeping at the recent examinations exhibited generally a higher and more practical acquaintance with the subject; as a consequence a much larger number of honor marks being secured.

Many students sent in answers to all the questions in the paper, a considerable portion obtaining marks for each,

On the other hand I regret to state that the proportion of those who failed to pass has increased, and that a considerable section displayed almost entire ignorance of the subject.

On the whole I think, as regards the class first referred to, the results of the examination—as indicating more careful preparation of the subject—show a measure of progress and improvement which is not to be found in the case of the students who failed to attain the minimum standard fixed by the Board.

I may venture to remind the Board that in considering the results of the examinations for 1885 and 1886, it should be borne in mind that in each of these years the students were required to rule their own books.

## EUCLID.

### JUNIOR GRADE—GIRLS.

From the Report of the Rev. JOHN H. BERNARD.

The answering, with a few brilliant exceptions, was very bad: the number of failures was about as large as usual, and the style of the answers in many cases displayed either absolute incapacity for geometrical reasoning, or else extremely bad teaching. Euclid cannot be learnt off by heart, the reason must be exercised as well as the memory: this seems to have been overlooked by many of the candidates.

### SENIOR AND MIDDLE GRADES—(BOYS AND GIRLS).

The answering both of girls and boys was very good, and the answers were sent in neatly and plainly written in most cases. As usual by far the greater number of candidates could make nothing of the deductions, but the knowledge of Euclid displayed was considerable. This is especially true of the Middle Grade Boys, very few of whom failed to pass. In the Senior Grade several good geometers had evidently forgotten their Euclid. The answering in Euclid's Second Book I found more slipshod than in the other books, several candidates proving the propositions by algebraic methods which are quite inadmissible in pure geometry.

### JUNIOR GRADE—BOYS.

From the Report of JOHN CAREY, Esq., Rev. PATRICK O'DONNELL, and W. R. WESTROPP ROBERTS, Esq.

The answering in Euclid, though fairly good, appears to be somewhat under the standard attained last year. The number of failures, whether total or partial, is not, perhaps, beyond the average, but the answering of the candidates who obtained Honours, seems to give ground for unfavourable comparison.

In the writing and spelling there is still considerable room for improvement.

It would aid pupils very considerably if they were well taught how to examine the terms and meaning of a question before attempting to answer it. From want of such training several boys failed at the first two questions, and many others were deprived of half marks, or more, because they assumed, instead of proving, the most important parts of propositions.

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In addition to the above I wish to state that a large number, fully one-half the pupils, seem to have received little or no instruction from their teachers, having merely got the Euclid by rote without understanding it. The remedy for which is a training college for the teachers of Intermediate schools.

JOHN CASEY.

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## ALGEBRA.

### MIDDLE GRADE (BOYS).

From the Report of the Rev. FRANCIS LENNON.

The results of my examination of the Middle Grade Boys in Algebra are extremely satisfactory. Nearly 72 per cent. have succeeded in passing; and, out of 523 examined, no less than 205 have obtained marks qualifying for honours. Some of the questions on the paper were framed with a view to test their acquaintance with the methods ordinarily employed in shortening work, and a very large proportion of the boys have shown themselves singularly expert in this respect. Many, with well educated and practised eyes, have fully answered in three or four lines some of the questions to which others have devoted as many pages; and, in several instances, ingenious modifications of well-known methods have been used with great skill. It is chiefly in the statement of practical problems that I have noticed weakness; and several candidates who could solve with ease a difficult equation, or disentangle a complicated algebraical expression, have failed to translate correctly an ordinary English sentence into the language of Algebra.

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### JUNIOR ALGEBRA (BOYS).

From the Report of J. R. LEEBODY, Esq., Rev. FRANCIS LENNON,  
and JAMES W. KAVANAGH, Esq.

A fair proportion of the candidates made excellent answering, a larger number than usual obtaining full marks. But the answering of the majority was unsatisfactory, being defective both as regards accuracy of work and neatness of method. The practice of sending in candidates to compete in subjects in which they are utterly unprepared must still prevail in a good many schools, as a considerable number of those who failed with us on the present occasion obtained no marks whatever.

## ALGEBRA AND ARITHMETIC, TRIGONOMETRY, ELEMENTARY MECHANICS.

## SENIOR GRADE.

From the Report of ARTHUR W. PANTON, Esq.

The answering of the boys of the Senior Grade in the three subjects assigned to me—Algebra and Arithmetic, Trigonometry, and Mechanics—was very meritorious, and showed, in my opinion, careful preparation and good teaching. In comparison with the answering of the boys, that of the girls of all grades in Algebra was decidedly inferior.

## NATURAL PHILOSOPHY.

## SENIOR, MIDDLE AND JUNIOR GRADES.

From the Report of W. F. BARRETT, Esq.

The answering was on the whole very creditable, especially in the Junior Grade. But, as is so often the case in science examinations, the need of more practical acquaintance with the subjects taught was very evident. The majority of the candidates displayed a mere book acquaintance with physics, and often exhibited a lamentable ignorance of the things themselves about which they wrote. Thus in the Junior Grade the question on the laws of falling bodies, and that on the laws of the pendulum, were attempted by most of the candidates, and as a rule, correct answers were given; but the question on the definition of energy, and why the perpetual motion is impossible, were rarely attempted, and of the attempts but few were answered rightly. Even to a simple question on the construction of the barometer there were comparatively few correct replies. When a question departs from the phraseology of the text-book, or when the application of some principle is required, the answers, as might be expected, are far from satisfactory. The difficulty of every teacher is to make young students think for themselves, but this difficulty is best met, in the case of experimental physics, by supplementing book-work with elementary practical teaching. In the Middle and Senior Grades the same defect is noticeable, and its effect is still more vicious, for in the subjects of heat, light, sound, electricity and magnetism, cramming up information from a text-book is a barren and lifeless study, unless accompanied with some real knowledge of Nature, and it was evident such knowledge was but rarely to be found among the candidates.

Thus, in the Middle Grade, to a very simple question as to the manner in which heat reaches a body, according to the way the body is held, either upon a fire, or over a lamp, or resting on a hot plate, there were but few entirely correct answers. Not a dozen candidates in this grade answered rightly an elementary question which required them to find the kinetic energy of a bullet of a given weight, moving with a given velocity, and the average force it exerted in penetrating a target to a certain depth. In the Senior Grade to a simple question on latent heat—where the resultant temperature was required, after a pound of water at 60° F. was mixed with a pound of ice at 32° F.—only occasionally correct answers were given: a frequent reply to this question was that had the degree been given in Centigrade it would have been done; many actually converted the 60° F. and 32° F. into Cent., and brought back their

answers into Cent., as they knew the latent heat of water in Cent., but not its equivalent in Fahr., nor how the reduction could be made. Not a single correct answer was given to the question on the cause of the colours seen on a soap bubble, and only a few partially successful attempts were made to answer the question why a black and white tile has its pattern reversed when made red hot. Excellent replies were, however, generally obtained to questions, where only memory, or a numerical answer was involved.

The next defect to which I would draw attention is the pooriness of the drawings, or diagrams, when an answer requires an illustration. There were a few notable exceptions to this which deserve much praise, but, on the whole, it was rare to find a good drawing, or a correct outline sketch or diagram. The attention of teachers should be drawn to this matter, and their pupils encouraged to elucidate their answers with an outline sketch or diagram.

Another noticeable point is the careless habit which many candidates have of answering their questions in fragments. Thus, part of the first question will be answered, then say questions three, nine, four will be attempted, then will come the conclusion to question one, and after that perhaps another part of three, or nine, and so on. Sometimes I have found parts of answers to the same question in three separate places. This practice gives the examiner considerable trouble and annoyance, and should be regarded by the candidate as prejudicial to his success. If a candidate wishes to return to any question let him leave a few blank lines after what he has written, and finish the answer in the right place, and as clearly and concisely as he can.

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#### JUNIOR GRADE.

From the Report of REV. P. J. CARROLL and GEORGE COFFEY, Esq.

Having examined the papers on Natural Philosophy in Junior Grade, we have great pleasure in stating that the answering, taken as a whole, was very satisfactory, and creditable to the industry and ability of the boys under sixteen. In the solution of problems and in the answers to questions involving numerical calculations, there is a distinct advance on previous years, but in the general style of answering a good deal is left to be desired. Not much attention seems to have been given to neatness and accuracy of definition. In explaining such important instruments as the barometer and the Bramah press, it frequently happens that the essential points are overlooked, while pages are filled with unimportant details. Even where correct answers are deduced from formulae, it is often quite plain that the principles are not fully realized on which the formulae are based, so that the work has the appearance of being purely mechanical. When a question is broad enough to cover more cases than one, as for instance, the question on finding the resultant of two forces, the various hypotheses that might be made are seldom enumerated, and boys are satisfied, for the most part, with answering some one or other of the cases, without paying any attention to the rest. The hand sketches employed for illustration were in not a few cases all that could be desired, but we think it would be well if the practice of making intelligible sketches were more generally cultivated.



## CHEMISTRY.

## SENIOR AND MIDDLE GRADES (BOYS). ALL GRADES (GIRLS).

From the Report of EDMUND W. DAVY, Esq., M.D.

As regards the boys—the answering in both grades was for the most part excellent, the candidates in many instances obtaining full marks in several of their answers, and in some of those of the senior grade, such marks were awarded for all their answers to the different questions given; but, on the whole, I consider that the middle grade was the more successful, as a larger percentage of Honor, and a smaller of Failure marks, were obtained in it than in the senior grade. That such was the case, might in part be accounted for, by the fact that at the last year's examination I found that the junior grade was, on the whole, the most successful, and as probably the best of those candidates, constituted a large proportion of the middle grade in this year, the result stated was what might have been anticipated.

As to the girls—the answering was very creditable, all in the three grades having passed, whilst in the junior, nearly one-half, and in the middle, the whole number did so with Honors, some obtaining even very high marks.

In conclusion, I beg to say that I consider the results of this examination on the whole, most satisfactory, and exhibits on the part of the candidates referred to, a sounder knowledge of the subject than was shown at any previous examination held by your Board, with which I was connected.

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JUNIOR GRADE (BOYS).

From the Report of EDMUND W. DAVY, Esq., M.D., and RICHARD J. MOSS, Esq.

The questions in chemistry for the Junior Grade may be divided into two chief classes—those which can be answered correctly by a mere exercise of memory, and those which demand an intelligent comprehension of the subject if a correct answer is to be given in the candidate's own words. The answers of the boys of the Junior Grade this year show that questions of the former class are more frequently answered correctly than those of the latter class. The frequency with which an attempt is made to give the exact words of the book in answering certain questions is most striking, and although, on the whole, there is some improvement in this respect over former years, and in many instances the answering was most creditable, and showed a sound knowledge of the subject, still, from the answers of a considerable proportion of the candidates, it was clear that the methods of teaching largely prevalent are defective, and that there is a want of sufficient, or even an entire absence of, experimental illustration. It cannot be too often repeated that chemistry, in common with the other experimental sciences, must be taught experimentally. Statements of chemical facts may be committed to memory, but no true chemical knowledge is acquired in this way. Direct observation by experiment must be resorted to, and the reasoning faculties must be exercised upon the facts observed if any substantial progress is to be made in this branch of knowledge. It is difficult to understand why chemistry is taught if mere book study is to be the method of teaching. Chemistry and the other experimental

sciences are not alone valuable on account of the numerous applications of the facts they teach; they afford the means of showing how to question Nature herself by experiment, and the exercise of the reasoning faculties required in deciphering Nature's own replies imparts a peculiar value to these sciences in education. The apparatus and re-agents required for the teaching of elementary chemistry are inexpensive and easily obtained, and it is to be hoped that their use in schools will become more general.

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## DRAWING.

### GEOMETRICAL AND PERSPECTIVE.

From the Report of EDWARD TOWNSEND, Esq.

In the construction of plane figures the candidates have exhibited considerable proficiency and neatness, both in the Junior and Middle Grades, and the work done in this subject has been most satisfactory, both in quantity and quality. In reference to Descriptive Geometry, or the projections of solids—the subject of the examination of the Senior Grade—I have to state that the answering generally in this course has been fairly good, considering that this very important subject is taken up at rather a late period in the Intermediate system, and that the books mentioned in the Intermediate Programme give but scanty information to the student.

With regard to Perspective Drawing, the answering in the Middle Grade has been very fair, but I regret to say that in the Junior Grade very few of the candidates took up this branch at the examinations, and with few exceptions, those that did, showed but a very imperfect knowledge of the subject.

This result is the natural sequence of the introduction of a subject so difficult at this early period of the Intermediate course. It is quite impossible to acquire that knowledge of Perspective which will be of any benefit to a student in entering an engineer or architect's office, or for designing objects in the fine arts, unless he has previously gone through a course of Descriptive Geometry or Projections. In fact, Perspective is only a particular branch of advanced Descriptive Geometry, I would therefore beg to suggest for the consideration of the Board the desirability of introducing some modification in the order in which these subjects are at present arranged, and also the introduction of Isometrical Projections into the Intermediate course, a system of drawing of more general application, and far easier than Perspective, and now universally adopted by engineers and architects.

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## JUNIOR GRADE.

From the Report of H. A. BOWLER, Esq.

The candidates were required to copy the outline of a Roman vase. Their exercises reached a high average of success, and gave evidence of the general prevalence of sound methods of instruction in the schools examined under the authority of the Commissioners.

## MIDDLE GRADE.

The exercises in this grade were somewhat disappointing. They did not reach the standard which would naturally be expected of candidates who had in the previous year passed through the examination of the junior grade.

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## SENIOR GRADE.

A few exercises only in this grade were well done. The exercise was chosen with a view to afford the candidates an opportunity without meeting too much difficulty in drawing, to show their skill in shading, but many of the candidates worked much too heavily, making drawings too dark, and losing the light effect of reflections on the surface of the subject.

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## FREELAND, GEOMETRY, AND PERSPECTIVE DRAWING—JUNIOR GRADE

From the Report of GEORGE M. ATKINSON, Esq.

Considerable inconvenience occurred from the irregular manner in which some of the candidates had marked the number of each problem; some omitted numbering; time was lost by some writing out what they considered a demonstration of the problems.

This being the first time I have examined for the Board I may be excused from making any comments on the relative merits of the exercises.

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## MUSIC.

## JUNIOR GRADE (BOYS).

From the Report of HAMILTON CROFT, Esq.

I examined 844 answer books of boys in this grade, and regret to be obliged to make a very unfavourable report of the results—the percentage of the successes was exceedingly low—the paper issued by my colleague, Dr. Marks, and myself, being so extremely simple, we believed that bad answering would have been the exception, and not the rule. One of the great mistakes of the candidates, as appears to me by their answering, is that they did not give sufficient consideration to the elementary portion of the theory of music, and began at the wrong end.

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## GIRLS—ALL GRADES.

From the Report of T. OSBORNE MARKS, Esq.

The answering in the Junior Grade was very good. Middle and Senior grades fair. In the Senior Grade the working out of counterpoint questions was not at all satisfactory.

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## BOTANY.

## GIRLS ONLY—ALL GRADES.

From the Report of GEORGE SICKENSON, Esq., M.D.

I beg to report that the papers in Botany displayed, generally, a satisfactory amount of knowledge in the several grades. A fair propor-

tion of the candidates has passed with credit, and those who have reached the higher marks deserve much commendation.

It seems to me that there has been less tendency to repeat the schedules confusedly by rote than was exhibited in last year's answer-books. Even when correctly recited such schedules do not present a complete description, and students should not be satisfied therewith. In order to ascertain whether candidates have a clear conception of what they write about, I frequently require them to make a drawing or diagram. If this method were adopted by teachers, pupils would obtain a more distinct knowledge of form and structure than, in many cases, they possess. Thus, in some instances, whilst the written description of a stamen was passable, the diagram revealed that it terminated below in an ovary. In the hands of junior pupils should be placed some of the minor botanical glossaries which illustrate the explanatory text by numerous wood cuts, and the pupils should identify each organ by reference to the plant itself.

Answers of the kind referred to are, however, exceptional. Even in the junior grade, the great majority of the candidates have shown a very creditable amount of knowledge, whilst in the middle and senior grades (from which such errors are altogether absent) the answering generally was praiseworthy and in some cases highly commendable.

## DOMESTIC ECONOMY.

### JUNIOR GRADE.

From the Report of M. J. BARRINGTON-WARD, Esq.

The papers of the Junior Candidates are not as good as those of last year. In a large majority of cases the mere words of the text-books have been committed, often imperfectly, to memory, and few of the candidates have an intelligent appreciation of the subject. The teachers who prepare these girls for an examination in domestic economy should take pains to acquire a fuller knowledge of the science than that which is expected from their pupils, so that they may be able to explain to them the reasons for processes and phenomena, and may not be dependent on the little rudimentary text-books for the exact wording of their pupils' answers. It is only right, however, to add, that many of those girls who have gained honours show signs of skilful training, and in several instances very high marks were awarded.

The spelling is often bad. Separate sentences are often joined by commas, or the stops are left out altogether. Writing varies greatly in merit, for there are many neatly written papers, along with a large share of answers so carelessly inscribed that it is irksome, or even difficult, to read them.

*Lime-water* is often confused with *limejuice*, while clothing materials and garments, stewing and frying, the windpipe and the gullet, become convertible terms in many of the answer books.

The practical question on the method of making an omelet is generally very well answered, thanks to Lady Barker's little book, the very expressions of which are reproduced verbatim.

*Scientific* reasons are too often omitted from the answers to questions 3, 5, and 6. It is insufficient to state merely general knowledge, such as is ordinarily known without the help of the study of Domestic Economy

"Common sense" information is of course valued, but it should be supplemented by particulars derived from thoughtful inquiry in the special domain of the science to which the learner is supposed to have recently applied herself. Vague expressions like "nourish the body" or "purify the blood" cannot be tolerated when they are used as a mere cloak for ignorance, and the reason *why* should always be stated when the examinee can give it.

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#### MIDDLE GRADE.

The papers worked in the middle grade are, on the whole, very creditable and satisfactory. The girls have mastered their text-books thoroughly, while they have seldom contented themselves with mere close verbal rendering of the authors' subject-matter. Few fail. Many have a highly intelligent knowledge of the science, and can express themselves clearly and effectively, in well chosen language.

The only question which is too often imperfectly answered is that upon the course of the food in the human body (Question 1). Some candidates, in an apparent desire to be concise, clip out details without which their answers become imperfect (notably as regards questions 2 and 3). Many state scientific facts without scientific reasons for them. The majority of the girls have not a very clear notion of the principles of ventilation. Writing, spelling, and composition are, for the most part, commendable, but, in a few instances, the candidates have sent in papers which the examiner has had no little difficulty in deciphering.

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#### SENIOR GRADE.

The questions set to the "Seniors" were purposely worded so as to require something more from them than verbal reproduction of text-book information. Some of the examinees consequently seek to hide a minimum of knowledge in a flood of superfluous verbiage. But the majority, and that a large majority, have evidently acquired a useful, accurate, wide, and intelligent range of information. Their answers are generally both complete and clear. A few writers, however, are not sufficiently precise, more especially in the case of questions referring to domestic recipes, where quantities should always be given with absolute exactitude.

## APPENDIX IV.

LIST OF SCHOOLS TO THE MANAGERS OF WHICH  
RESULTS FEES WERE PAID IN 1886, AND AMOUNTS  
OF SUCH FEES.

## LEINSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
CARLOW, .	Carlow, .	Carlow College, . . . . .	9	£ 3. 0
	do., .	Christian Schools, . . . . .	14	38 0 0
	do., .	Collingate Academy, . . . . .	1	33 8 0
	Tullow, .	St. Patrick's Seminary, . . . . .	11	2 14 0
				31 10 0
DUBLIN, .	Dublin, .	Christian Schools, James's-street, . . . . .	25	71 8 0
	do., .	do. Nth. Richmond-st., . . . . .	103	293 10 6
	do., .	do. Synge-street, . . . . .	47	125 15 6
	do., .	do. Westland-row, . . . . .	10	28 17 6
	do., .	Belvedere College (s.j.) . . . . .	58	268 9 0
	do., .	Brunswick-street School, . . . . .	4	11 10 0
	do., .	Carmelite Seminary, 41, Lower Bonmahon-street, . . . . .	11	47 12 0
	do., .	Catholic University School, . . . . .	4	15 10 0
	do., .	High School, 40, Harcourt-street, . . . . .	45	228 9 6
	do., .	King's Hospital, . . . . .	15	48 14 0
	do., .	Masonic Oppress Boys' School, . . . . .	10	33 14 0
	do., .	Merchant Tailors' School, . . . . .	2	10 14 0
	do., .	Private School, 12, Vernon-avenue, Clontarf, . . . . .	1	6 10 0
	do., .	Rathmines School, . . . . .	18	84 3 0
	do., .	St. Patrick's Cathedral Grammar School, . . . . .	1	3 4 0
	do., .	Wesley College, . . . . .	16	60 14 0
	Blackrock, .	Blackrock Collegiate School, . . . . .	3	8 13 0
	do., .	French College, . . . . .	74	369 9 0
	Castlemock, .	St. Vincent's College, . . . . .	98	125 11 0
	do., .	Courty School, . . . . .	15	62 12 0
	Kingstown, .	Kingstown School, . . . . .	6	23 4 0
	Sandymount, .	St. Patrick's Collegiate School, . . . . .	3	9 14 0
	Sandy, .	Sandy School, . . . . .	3	7 12 0
	Terenure, .	Carmelite College, . . . . .	3	13 14 0
KILDARE, .	Athy, .	Christian Schools, . . . . .	13	33 16 0
	Monasterivan, Nass, . . . . .	do., . . . . .	7	24 18 0
		Clongowes Wood College (s.j.), . . . . .	32	135 0 0
KILKENNY, .	Collan, .	Christian Schools, . . . . .	11	40 15 0
	Kilkenny, .	do., . . . . .	24	68 4 0
	do., .	St. Kiernan's College, . . . . .	10	45 17 0
	do., .	Craighton's School, . . . . .	1	2 18 0
KING'S COUNTY, .	Birr, .	Chesterfield Preparatory School, Presentation Brothers' Interme- diate School, . . . . .	8 6	28 6 0 14 3 0
	Tullamore, .	St. Stanislaus' College (s.j.) . . . . .	33	158 16 0
LONGFORD, .	Granard, .	St. Bernard's School, . . . . .	2	14 0 0
	Longford, .	St. Mel's College, . . . . .	6	26 4 0
		Carried forward, . . . . .	2	2,661 6 0

County.	Town.	Name of School.	No. of Sch- olars paid on	Amount.
				£ s. d.
		Carried forward, . . .	—	2,691 6 0
LOUTH, . . .	Ardee, . . .	Intermediate School, . . .	3	11 14 0
	Drogheda, . . .	Christian Schools, . . .	36	95 13 6
	do., . . .	Grammar School, . . .	8	39 2 6
	Dundalk, . . .	Christian Schools, . . .	29	79 11 6
	do., . . .	Educational Institution, . . .	17	62 19 6
	do., . . .	Grammar School, . . .	1	8 10 0
	do., . . .	St. Mary's College, . . .	19	73 11 6
METH, . . .	Navan, . . .	St. Finian's Seminary, . . .	22	103 4 6
QUEEN'S CO.,	Monasth, . . .	The Monastery, . . .	39	105 18 0
WESTMATH, . . .	Athlone, . . .	St. Mary's Monastery, . . .	3	11 4 0
	Dunbruma, . . .	Farm School, . . .	9	35 15 0
	Mullingar, . . .	Christian Schools, . . .	14	59 6 0
	Multyfarnham, . . .	Wilson's Hospital, . . .	3	6 6 0
WEXFORD, . . .	Ennisceorthy, . . .	Christian Schools, . . .	3	8 2 0
	Wexford, . . .	do., . . .	22	31 4 0
	do., . . .	St. Peter's College, . . .	19	76 16 6
	do., . . .	Tate School, . . .	2	5 0 0
		Total, . . .	—	3,504 4 6

## ULSTER.

ASTRIN, . . .	Ballymena, . . .	Gracill Academy, . . .	3	14 11 0
	Ballymoney, . . .	Intermediate School, . . .	5	16 12 6
	Belfast, . . .	Belfast Academy, . . .	22	105 0 0
	do., . . .	Christian Schools, . . .	49	157 14 6
	do., . . .	Mercantile Academy, . . .	2	10 6 0
	do., . . .	Methodist College, . . .	43	211 1 0
	do., . . .	Royal Academical Institution, . . .	52	250 1 0
	do., . . .	St. Malachy's College, . . .	37	173 6 6
	Larne, . . .	Intermediate School, . . .	4	13 1 0
ARMAGH, . . .	Armagh, . . .	Cathedral School, . . .	1	5 2 0
	do., . . .	Christian Schools, . . .	6	17 18 6
	do., . . .	Royal School, . . .	4	26 5 0
	do., . . .	St. Patrick's College, . . .	5	25 1 0
	Lurgan, . . .	The College, . . .	37	104 8 6
CAVAN, . . .	Cavan, . . .	Christian Schools, . . .	8	17 0 0
DONNEGAL, . . .	Lettinkenny, . . .	Diocesan Seminary, . . .	4	23 17 6
	Lifford, . . .	Prince Endowed School, . . .	8	35 15 0
	Raphee, . . .	Royal School, . . .	3	16 0 0
	Stranlar, . . .	Intermediate School, . . .	2	9 0 0
DOWN, . . .	Banbridge, . . .	The Academy, . . .	8	33 0 0
	Bangor, . . .	Endowed School, . . .	4	13 6 0
	Holywood, . . .	Sullivan Upper School, . . .	7	10 8 0
	Newry, . . .	Christian Schools, . . .	31	95 7 0
	do., . . .	Intermediate School, . . .	8	29 2 0
	do., . . .	St. Columba's College, . . .	4	14 12 0
	Newtownards, . . .	Intermediate School, . . .	6	22 19 0
FERMANAGH, . . .	Enniskillen, . . .	Royal School, . . .	3	13 10 0
LONDONDERRY, . . .	Coleraine, . . .	Academical Institution, . . .	34	179 16 6
	Linnavady, . . .	Intermediate School, . . .	3	12 19 0
	Londonderry, . . .	Academical Institution, . . .	22	108 0 6
	do., . . .	Peyle College, . . .	20	80 8 0
	do., . . .	St. Columba's College, . . .	6	29 18 0
	Magherafelt, . . .	Rainey Foundation Intermediate School, . . .	5	19 13 0
	Monymore, . . .	Intermediate School, . . .	1	1 18 0
		Carried forward, . . .	—	1,383 17 6

County.	Town.	Name of School.	No. of Students paid on	Amount.
MONAGHAN,	Monaghan,	Carried forward,	—	£ 1,882 17 6
	do.,	Christian Schools,	6	13 2 0
TYRONE,	do.,	St. Macarten's Seminary,	14	64 15 6
	Castlederg,	Intermediate School,	5	27 16 6
	Cookstown,	The Academy,	6	25 19 0
	Omagh,	Intermediate School,	2	9 10 0
	do.,	Christian Schools,	10	29 10 0
	Stranaboe,	The Academy,	17	72 12 0
Total,				2,150 3 0

## MUNSTER.

CLARE,	Ennis,	Christian Schools,	22	62 11 6
	do.,	Diocesan College,	13	73 16 6
	do.,	Ennis College,	6	29 10 0
	Kilrush,	Christian Schools,	13	46 6 6
CORK,	Charleville,	Christian schools,	13	49 18 0
	Cork,	do.,	138	493 19 6
	do.,	Collegiate & Intermediate School	1	6 10 0
	do.,	Grammar School,	8	33 14 0
	do.,	Greenmount Industrial School,	7	22 8 0
	do.,	Presentation Brothers' Schools,	32	79 18 0
	do.,	Queen-street Collegiate School,	11	55 9 6
	do.,	St. Finn Bar's Seminary,	11	50 2 0
	Farmoy,	Christian Schools,	13	43 7 0
	do.,	St. Colum's College,	34	143 19 6
	Kinsale,	Carmelite College,	2	4 10 0
	Middleton,	Christian Schools,	23	53 15 0
	do.,	The College,	3	51 17 0
	Mitchelstown,	Christian Schools,	11	41 14 0
KERRY,	Queensdown,	The College,	4	12 16 6
	Sallybegreen,	The Academy,	2	8 4 0
	do.,	University & Intermediate School	3	40 7 0
	Youghal,	Christian Schools,	29	58 18 6
	Killarney,	St. Brendan's Seminary,	18	101 7 0
	Lisvossell,	St. Michael's College,	8	29 10 0
LEITRICK,	Trillick,	Christian Schools,	11	30 2 6
	do.,	Collegiate School,	1	4 2 0
	do.,	Intermediate School,	3	10 9 6
	Bruff,	St. Patrick's Seminary,	4	13 2 0
TIPPERARY,	Limerick,	Christian Schools,	39	121 8 6
	do.,	Ladies' Day School,	2	4 8 0
	do.,	Sacred Heart College (S.J.),	24	113 14 6
	Carriek-on-Suir,	Christian Schools,	21	59 6 0
	Cahel,	do.,	7	27 1 0
	do.,	Rockwell College,	27	137 1 6
	Glommel,	Christina Schools (St. Mary's),	5	10 16 0
	do.,	do., (SS. Peter and Paul's),	24	78 9 6
WATERFORD,	do.,	Grammar School,	1	5 10 0
	Nenagh,	Christian Schools,	12	39 4 0
	Tipperary,	do.,	34	104 7 0
	do.,	Grammar School,	14	73 4 6
	Dungarvan,	Christian Schools,	12	31 16 0
WATERFORD,	do.,	St. Augustine's Seminary,	12	41 8 0
	Lismore,	The College,	1	5 13 0
	Waterford,	Christian Schools,	38	118 6 6
	do.,	Diocesan School,	4	9 10 0
Total,				2,711 15 0



## CONNAUGHT.

County.	Town.	Name of School.	No. of Students paid on	Amount.
GALWAY, .	Ballinasloe, .	The Academy, . . . . .	1	£ 5 8 0
	Galway, .	Grammar School, . . . . .	—	98 19 0
	do., .	St. Ignatius' College, . . . . .	7	25 2 0
	Loughrea, .	St. Brendan's College, . . . . .	2	12 5 0
	Tuam, .	Christian Schools, . . . . .	8	11 13 0
	do., .	St. Judith's College, . . . . .	5	25 16 0
MAYO, .	Ballina, .	Intermediate and Civil Service School, . . . . .	1	5 6 0
	Ballinrobe, .	Christian Schools, . . . . .	10	29 2 0
	Westport, .	do., . . . . .	5	12 8 0
ROSCOMMON, .	Athlone, .	Ranelagh School, . . . . .	22	115 0 6
	Boyle, .	Academical Institution, . . . . .	7	32 8 0
	Kilpha, .	Bishop Hodson's Grammar School, . . . . .	3	13 17 6
	do., .	Diocesan School, . . . . .	1	6 7 6
SLEIGO, .	Sligo, .	The College, . . . . .	18	62 8 0
	do., .	Primrose Grange School, . . . . .	8	37 18 6
		Total, . . . . .		£502 19 0

## GIRLS.

## LEINSTER.

CARLOW, .	Carlow, .	The Misses Williams' School, . . . . .	2	7 6 6
DUBLIN, .	Dublin, .	Alexandra College, . . . . .	38	129 17 6
	do., .	Ardsagreen School, Rathgar, . . . . .	4	11 18 0
	do., .	Clergy Daughters' School, . . . . .	3	8 14 0
	do., .	Dominican Convent, 19, Eccles-st. . . . .	13	45 16 0
	do., .	Frankfort College, Rathgar, . . . . .	2	5 6 0
	do., .	German Day School, 45, Wellington-place, . . . . .	1	2 12 0
	do., .	Loretto Convent School, Stephen's-green, . . . . .	4	11 14 0
	do., .	Masonic Female Orphan School, . . . . .	9	23 16 0
	do., .	Miss Glanville's School, 12, Usher's Island, . . . . .	1	2 4 0
	do., .	Miss Youkley's School, 3, Harrington-street, . . . . .	3	11 2 0
	do., .	Morehampton House, Ladies' School, . . . . .	5	15 8 0
	do., .	Private School, 73, Haddington-rd., . . . . .	2	5 8 0
	do., .	Miss Jones' Private School, 19, Leinster-square, Rathmines, . . . . .	11	29 0 6
	do., .	Private School, 79, Pembroke-rd., . . . . .	1	2 8 0
KILDARE, .	do., .	Ratland School, . . . . .	11	51 2 0
	Castleknock, .	Mercer's School, . . . . .	4	10 12 0
	Kingstown, .	Ladies' Collegiate School, . . . . .	1	2 17 6
	Athy, .	Convent of Mercy School, . . . . .	6	16 12 0
KILKENNY, .	do., .	do., . . . . .	4	11 12 0
	Kilkenny, .	Mrs. Creighton's Ladies' School, . . . . .	1	3 18 0
	do., .	Loretto Convent School, . . . . .	8	20 19 6
LONGFORD, .	Longford, .	Convent of Mercy School, . . . . .	5	11 8 0
LOUTH, .	Dundalk, .	The Misses Park's School, . . . . .	13	29 19 0
		Carried forward, . . . . .		£498 10 6

County.	Town.	Name of School.	No. of Students paid on	Amount.
MEATH, .	NAYLE, .	Carried forward, .	—	£ s. d.
		Loretto Convent, . . . .	29	498 10 6
QUEEN'S Co., .	Mountmellick, do., .	Friends' School, . . . .	12	41 12 6
		The Misses Jellicoe's School, . . . .	3	7 2 0
WESTMEATH, .	Mullingar, .	Convent of Assumption, . . . .	7	15 16 0
WEXFORD, .	Kinnascorthy, .	Loretto Convent, . . . .	7	18 8 0
		Loretto Abbey, . . . .	6	28 13 0
		Loretto Convent, . . . .	10	29 18 6
		Total, . . . .		£787 10 0

## ULSTER.

ANTRIM, .	Ballymena, .	Ladies' School, Flinton-place, . . . .	4	10 16 6
	do., .	Graceland Ladies' School, . . . .	2	2 10 0
	Ballymoney, .	Intermediate School, . . . .	1	3 18 0
	Belfast, .	Ladies' Collegiate School, . . . .	57	248 6 0
	do., .	Ladies' School, Balmoral, . . . .	3	7 12 0
	do., .	Ladies' School, 16, College-st., E. . . .	8	22 8 6
	do., .	Methodist College, . . . .	26	101 15 6
	do., .	The Misses Wood's School, Antrim-road, . . . .	3	13 8 0
	do., .	Private School, 37 Warwick-terrace, . . . .	1	3 8 0
	Carrickfergus, .	Alexandra School, . . . .	14	53 10 0
ARMAGH, .	Larne, .	Intermediate School, . . . .	1	2 0 0
	Randallstown, .	Parkgate Intermediate School, . . . .	1	0 10 0
	Armagh, .	Educational Establishment, 33, Abbey-street, . . . .	2	4 8 0
	do., .	Miss Calvert's School, St. Mark's-place, The Mall, . . . .	2	5 18 0
CAVAN, .	Lurgan, .	Ladies' School, 35, High-street, . . . .	3	8 2 6
	Portadown, .	Alexandra School, . . . .	4	9 10 0
DONEGAL, .	Cootahill, .	Tullyvin Endowed School, . . . .	1	3 0 0
DOWNS, .	Donegal, .	Ladies' School, . . . .	1	1 6 0
	Lifford, .	Prior Endowed School, . . . .	3	10 4 0
LONDONDERRY, .	Banbridge, .	The Academy, . . . .	1	1 18 0
	Bangor, .	Endowed School, . . . .	4	9 10 0
	do., .	Ladies' School, Upper Clifton, . . . .	1	2 12 6
	Holywood, .	Miss Holden's School, . . . .	1	2 0 0
	do., .	Millbank School, . . . .	3	10 4 6
	do., .	Sullivan Upper School, . . . .	5	16 0 0
	Newry, .	Ladies' Intermediate School, . . . .	18	59 5 0
	Newtownards, .	Intermediate School, . . . .	5	24 2 0
MONAGHAN, .	Coleraine, .	Ladies' School, Gordonville, . . . .	4	12 4 0
	Lisnavea, .	Intermediate School, . . . .	7	26 7 6
	Londonderry, .	Ladies' Academy, . . . .	3	7 10 0
	do., .	Ladies' Collegiate School, . . . .	26	102 19 6
	do., .	Miss Jenkins' School, . . . .	4	9 6 0
TIRONE, .	Strand House School, . . . .		32	120 2 6
	Monaghan, .	St. Louis Convent, . . . .	22	75 7 6
	Cookstown, .	Ladies' School, . . . .	6	21 1 0
	Dungannon, .	Ladies' Educational Establishment, . . . .	1	2 0 0
OMAGH, .	do., .	Loretto Convent, . . . .	11	57 17 0
	Strahane, .	Ladies' Academy, . . . .	1	2 0 0
Total, . . . .			£	1,054 18 0

## MUNSTER.

County.	Town.	Name of School.	No. of Students paid on	Amount.
				£ s. d.
CLARE, . .	Ennis, .	Convent of Mercy, . . .	12	24 19 6
CORK, . .	Bandon, .	Ladies' School, Mill-place, . .	4	15 19 0
	Cork, .	High School for Girls, . .	5	15 12 0
	do., .	Ladies' Seminary, 6, South Mall,	12	30 14 0
	do., .	Miss Deaver's School, 43, Patrick-street.	2	4 15 6
	do., .	Miss Melhore's Seminary, . .	7	20 2 0
	do., .	Misses Sheppard's School, St. Luke's-place.	4	11 6 0
	do., .	Rockelle Seminary, . . .	10	42 6 6
KERRY, . .	Macroom, .	Convent of Mercy, . . .	8	21 10 0
	Killarney, .	Loretto Convent, . . .	17	55 15 6
	Trillick, .	Godfrey-place School, . . .	1	2 12 6
LIMERICK, .	Limerick, .	Ladies' Intermediate School, .	8	5 14 0
	do., .	Ladies' Day School, 10, Thomas-st.	3	6 6 0
	do., .	Leamy School, . . .	2	4 10 0
	do., .	Madame de Prim's College, .	8	22 1 0
TIPPERARY, .	Rescora, .	The Valley School, . . .	3	7 8 6
		Total, . . .		£391 12 0

## CONNAUGHT.

MAYO, . .	Castlebar, .	The Mall School, . . .	1	2 14 0
ROSCOMMON, .	Athlone, .	Ranelagh School . . .	2	7 5 6
	Boyle, .	Academical Institution, . .	3	18 3 6
SLEIGO, . .	Ballymote, .	Miss Monahan's School, the Manor.	2	4 8 0
		Total, . . .		£27 11 0

## APPENDIX V.

## THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualified in the manner aforesaid, the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.